ED 272 647 AA 001 154

Resources in Education (RIE). Volume 22, Number 1.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 272 663 CE 043 038

Miller, Ina
Techniques for Teaching Word Problems. TECHNIQUES.
PUB DATE- Jan 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adult Education; *Learning Strategies; Mathematical Applications; *Mathematics Instruction; *Problem Solving; Teacher Role; *Word Problems (Mathematics)

Students in adult basic education/general educational development classes need skills in analyzing and solving programs, extending beyond those learned through word problems in the mathematics curriculum. The following strategies can help students broaden their problem-solving skills: (1) act it out, (2) construct a table, (3) draw a picture, (4) guess and check, (5) look for a pattern, (6) make a model, (7) make an organized list, (8) solve a similar problem, (9) use logical reasoning, (10) use objects, (11) work backwards, and (12) write an equation. One approach to problem solving is to determine possible strategies, choose one to solve the problem, and decide whether this was an effective choice. In teaching adults problem solving through mathematics, the teacher needs to provide time for students to grapple with problems, search on their own for solutions, and learn to evaluate their results. Students need to develop interest in finding solutions, confidence to try strategies, willingness to risk failure and to persevere, ability to accept frustrations, and understanding of the difference between not knowing the answer and not having found it yet. Teachers should model these attitudes so students will perceive problem solving as a valued skill. (Three mathematical problems are included in the document.) (SK)

ED 272 679 CE 044 615

Sampson, James P., Jr.; And Others
A Differential Feature-Cost Analysis of DISCOVER for Adult Learners and SIGI PLUS: Technical Report Number 4.
Florida State Univ., Tallahassee. Clearinghouse for Computer-Assisted Guidance Systems.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 86
NOTE- 19p.; Funds provided through Project LEARN.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; Career Counseling; *Career Guidance; *Computer Oriented Programs; *Computer Software; *Cost Effectiveness; Costs; Counseling Techniques; Postsecondary Education; Program Descriptions; Program Effectiveness
IDENTIFIERS- Computer Assisted Guidance; *DISCOVER for Adult Learners; *SIGI PLUS System

DISCOVER for Adult Learners (DISCOVER AL) and SIGI PLUS are recently developed computer-assisted guidance systems designed to assist individuals in making career decisions. This technical report highlights similarities and differences between the two computer-assisted guidance systems so that service providers may make informed choices concerning the adoption of such systems. The following features were compared: (1) user friendliness (human factors), (2) information for career decision making, (3) decision processes on which programs are based, (4) support materials, (5) differential cost analysis, and (6) limitations. The bulk of the report consists of tables that compare the two systems on these six factors and sub-elements of them. The information about the systems was gathered from the manuals provided by the respective firms (American College Testing Program and Educational Testing Service) that market them, interviews with the firms' staff members, and the collective experiences of the authors as they and their clients interacted with the systems. Cost estimates for the two systems are given, but no conclusions about the relative superiority of either of the systems are offered. (KC)

ED 272 692 CE 044 780

Barker, Linda Toms; And Others
Development of Performance Measures for Supported Employment Programs. Final Report.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 31 Jul 86
NOTE- 212p.; For a related document, see CE 044 779.
CONTRACT- 300-85-0138
AVAILABLE FROM- Berkeley Planning Associates, 3200 Adeline Street, Berkeley, CA 94703 ($22.50).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling Objectives; Data Collection; *Employment Opportunities; *Employment Services; *Evaluation Criteria; Feasibility Studies; Federal Programs; *Performance Factors; Program Effectiveness; *Program Evaluation; Research Needs; *Severe Disabilities; State Programs
IDENTIFIERS- *Supported Work Programs

A study examined the objectives of supported employment programs for individuals with severe disabilities and identified performance measures to document the practices and achievements of such programs at the federal, state, and local levels. A set of proposed data items and potential performance measures was developed on the basis of programs objectives, performance questions, and feasibility issues that were identified from a literature review, telephone discussions with a broad range of policymakers and practitioners, consultation with an advisory committee, and meetings of the 10 first-round demonstration states. A national seminar and a California state forum were convened to address the desirability and feasibility of attempting to implement consistent data collection across projects and states, share ideas for dissemination of project findings, and prioritize research questions and areas of future study. Performance measures were developed to assess employment outcomes, quality of employment, opportunities for worksite integration, ongoing support, quality of life, participant characteristics, systems change, and supported employment costs. (Appendices to this report include lists of study respondents and seminar participants, a 21-page bibliography, and the current Office of Special Education and Rehabilitation Services definition of supported employment.) (MN)

ED 272 706 CE 044 803

Electronic Computer and Switching Systems Specialist (AFSC 30554).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 84
NOTE- 827p.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Computers; *Electromechanical Technology; Electronics; *Electronic Technicians; Instructional Materials; Learning Modules; *Maintenance; Military Training; *Technical Education
IDENTIFIERS- Air Force; Military Curriculum Materials

This course is intended to train Air Force personnel to become electronic computer and switching systems specialists. One part of the course consists of a three-volume career development course. Topics are maintenance orientation (15 hours), electronic principles and digital techniques (87 hours), and systems maintenance (51 hours). Each volume provides both theoretical and factual information, exercises, and answers for exercises Volume review exercises accompany each volume. The course also contains nine modules on these topics: introduction to digital techniques and numbering systems (12 hours); clock/pulse generators (12 hours); combination logic and converters (12 hours); computers, peripherals, and storage media (21 hours); semiconductors and semiconductor devices (3 hours); digital logic and Boolean algebra (12 hours); sequential logic (9 hours); corrosion control (6 hours); and basic techniques of waveform measurement using an oscilloscope (9 hours). Module components are student-centered objectives, informative material on those objectives, exercises, and answers for exercises. (YLB)

ED 272 721 CE 044 826

Gwynn, Douglas; And Others
The Role of Women in Farming: An Exploratory Study of the Relative Impact Women Have on the Farm Enterprise in Yolo County, California.
California Univ., Davis. Dept. of Applied Behavioral Sciences.
SPONS. AGENCY- California Univ., Davis. Agricultural Experiment Station.
PUB DATE- Apr 86
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Agricultural Production; Agricultural Trends; Family Involvement; Farmers; *Farm Labor; Farm Management; *Females; *Participant Characteristics; *Participant Satisfaction; *Participation; Participative Decision Making; Sex Role; Spouses; *Work Attitudes
IDENTIFIERS- California (Yolo County)

The purpose of this pilot study was to describe the participation of farm women in farm work in one California country. Women from 228 farms, approximately 55 percent of the farms in Yolo County, California, were interviewed by telephone concerning their efforts and roles on the family farm. The study found that the main criterion of whether or not the women actively participate on the farm appears not to be farm size as much as the need for the extra work women supply as part of the family unit. Thus, the woman is less likely to be involved in the operation when labor can be sufficiently tapped through the husband, the male children, the extended family, or hired help. On the other hand, if such sources of labor are unavailable or if the husband has an off-farm job, then the woman can be expected to have a greater degree of involvement in each of the three dimensions of farming: decision making, production tasks, and management support services. The study also found that women who are more involved tend to be better educated, younger, and more cognizant of problems encountered by farm women. They are also more likely to live on the farm and to perceive technology as having increased female activity in farming.

The study concluded that women participate in farming much more than is generally recognized. Given current trends, their involvement in both decision making and task participation will continue to grow. Besides these two crucial areas, women contribute to farming by working outside jobs to help support marginal farm operations. (This report contrains an eight-page bibliography as well as extensive tables and the survey form to gather data.) (KC)

ED 272 735 CE 044 853

Carstensen, Carol

The Appropriateness of Entrepreneurial Training in Wisconsin's Employment and Training System. Employment and Training Policy Paper No. 3.

Wisconsin State Dept. of Industry, Labor and Human Relations, Madison.

PUB DATE- Mar 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Administration; Business Education; Career Education; *Day Care; Dislocated Workers; Employment Programs; *Entrepreneurship; *Job Development; Job Training; Models; *Small Businesses; *Unemployment
IDENTIFIERS- *Wisconsin

Small businesses play a strong role in generating new jobs. Policymakers have been encouraged to find ways to foster and support their development, especially by linking entrepreneurial training to the existing employment and training system. The purpose of this paper is to provide a background and a focus for further discussion of entrepreneurial training in Wisconsin. Programs that have encouraged and/or trained entrepreneurs elsewhere include (1) a program in Great Britain that allows unemployed workers to continue to receive unemployment benefits while establishing businesses; (2) a program in France that allows unemployed workers to take their unemployment benefits in one lump sum to use as capital to start a business; (3) the Women's Economic Development Corporation in Minnesota which has helped nearly 100 women become entrepreneurs since 1984; (4) use of Job Training Partnership Act Title III funds in Ohio and Texas to provide training in entrepreneurship to dislocated workers; and (5) a Wisconsin program that trained 16 economically disadvantaged participants to start their own businesses. A model entrepreneurial training program could focus on individual creation of a business plan with the use of several existing community programs to provide supplemental services and support. Entrepreneurial training can be particularly relevant for professionalizing the skills of the self-employed; the field of family day care is a good example. (The final section summarizes issues surrounding entrepreneurial training in general and those specifically related to day care.) (YLB)

ED 272 749 CE 044 871

People's Participation, Development Issues, Literacy. Courier No. 36.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Apr 86
NOTE- 65p.; Document printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Developing Nations; Economically Disadvantaged; *Economic Development; Educational Objectives; International Programs; *Literacy Education; National Programs; Poverty; *Program Implementation; Program Improvement; *Rural Development; *Rural Education; Womens Education
IDENTIFIERS- Asia; Australia; Bangladesh; China; India; Malaysia; Nepal

This issue of the Courier contains articles loosely connected to each other by the underlying theme of developing people's capacity to improve the quality of their lives. The following articles are included: "Development of Human Resources--A Basic Needs Approach," by Mohiuddin Ahmad; "Rural Poverty," by the United Nations Food and Agriculture Organization; "Overseas Students--Educating for Development or Privilege?" by Chris Duke; "Kemas: Kemajuan Masyarakat--Development of Society," by the Community Development Division, Ministry of National and Rural Development, Malaysia; "Two Worlds within Each Society: Lokayan's Efforts to Overcome the New Rift," by Rajni Kothari; "The Nepal Literacy Program," by World Education; and "Scheme of Developing the Peasants' Education Undertakings 1983-85, Jilin Province, China," by the Jilin Department of Education. (KC)

ED 272 765 CE 044 905

West, Peter; And Others
Targeting Erosion Control: Adoption of Erosion Control Practices. A Report from a National Research Project.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES860815
PUB DATE- Aug 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Adults; Agricultural Education; *Agriculture; *Farmers; Federal Programs; Models; *Soil Conservation; Soil Science; Vocational Education

Research analyzed adoption of erosion control practices by farm operators in two counties in each of four states: Alabama, Missouri, Tennessee, and Washington. Analysis was based on farm survey data and technical and financial assistance information from county Soil Conservation Service (SCS) and Agricultural Stabilization and Conservation Service records. Factors affecting farmers' adoption of soil conservation practices varied by owned and rented land and by state. The differences among states, tenure classes, and various dependent variables left little basis for a model that could predict adoption of practices in the areas studied. Each state contained unique characteristics; therefore, no uniform guidelines for erosion control programs appeared appropriate. Some variables were common. Strong statistical agreement was indicated that rented land on the farms surveyed was not enrolled in the erosion control targeting program at the same rate as was owned land. Previous conservation efforts and participation in previous SCS programs had a generally significant and positive effect on adoption. Other variables provided mixed signals as to strength and direction of impact on adoption. (YLB)

ED 272 777 CG 019 260

Schlesinger, Stephen E.
3 R's in the Marital Treatment of Alcohol Abuse.
PUB DATE- Aug 84
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; *Client Characteristics (Human Services); Counseling Techniques; *Drinking; *Expectation; *Marriage Counseling; *Spouses
IDENTIFIERS- *Alcohol Abuse; *Restitution

Alcohol abuse imposes financial, social, and emotional burdens on drinkers and their families. Couples suffering from alcohol-related problems who seek therapy often have expectations of retribution, restitution, and refuge. Although thoughts of retribution are difficult to elicit in therapy, non-drinking spouses often expect to inflict pain on the drinking spouse commensurate with their own suffering during the period of heavy drinking. Efforts to resolve retribution fantasies usually are most productive when they focus on reducing the issue to its concrete implications. This is achieved by having spouses evaluate whether retribution is actually possible and desirable. Restitution is usually easy to elicit in treatment, since non-drinking spouses often expect payment for their suffering. Couples can be helped to resolve this issue by working out a set of agreements about their mutual contributions to each other's future needs. Once clients have moved beyond retribution and restitution, the desire for refuge against future disruptions caused by a spouse's return to drinking may surface. Especially in cases in which the ex-drinker has suffered lapses in the past, the non-drinking spouse may want protection and assurance that the drinking has stopped. The ex-drinker can do little more than make a promise. The resolution for most couples is to reach a willingness to live with some uncertainty in their relationships and, initially, in treatment. Marital treatment can proceed once these issues of retribution, restitution, and refuge have been resolved. (NB)

ED 272 791 CG 019 274

Coull, Charles Edward

Bulimia: A Review of the Literature with an Emphasis on Treatment and the Dynamic Perspective.

PUB DATE- Jun 86
NOTE- 66p.; Research paper for Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavior Modification; *Bulimia; Cognitive Restructuring; *Counseling Techniques; Eating Habits; *Etiology; *Evaluation Criteria; Individual Development; Physiology; *Psychological Patterns
IDENTIFIERS- *Psychodynamics

This paper presents a dynamic perspective of some of the major issues surrounding the eating disorder of bulimia. The focus is specifically on the relationship of the bulimia nervosa syndrome to the historical dynamics of the developmental process of the individual. Three major aspects of bulimia are discussed. First, there is a discussion of physiological causes which includes psychotropic drugs, neuroanatomical disorders, hypoglycemia, and internal abnormalities. This brief review of the physiological etiology of eating disorders is considered essential to rule out the possibility of a physiological base for the undesired behavior. Second, there is a conceptual clarification of bulimia; the term bulimia nervosa is defined using the criteria set forth by Russell (1979) and Fairburn (1983). Third, an eclectic approach to treatment, including individual psychodynamic therapy, behavioral/cognitive therapy, group therapy, and family therapy, is discussed. Treatment outcome studies are reviewed in which individual approaches did not prove as effective as an integrated approach to the treatment of bulimia nervosa. Case studies are used to provide clinical material for a better understanding of the application of the object relations view. This paper concludes that where the psychopathology is more severe, a greater emphasis should be placed on a dynamic component in treatment. Ten pages of references conclude the report. (Author/NB)

ED 272 805 CG 019 288

McGough, Dixie P.; Hindman, Margaret H.
A Guide to Planning Alcoholism Treatment Programs.
Informatics, Inc., Rockville, Md.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-86-1430
PUB DATE- 86
NOTE- 98p.
CONTRACT- 84M057635601D; 84M057635801D
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; Administrative Organization; *Alcoholism; *Community Programs; Disabilities; Ethnic Groups; Females; Minority Groups; Needs Assessment; Older Adults; *Outreach Programs; Program Design; *Program Development; Youth
IDENTIFIERS- *Alcohol Abuse

This guide contains information from the alcoholism literature and from interviews with people in state alcoholism agencies, major professional associations, and public and private service programs. It is designed to help readers plan and develop community alcoholism programs by providing an overview of the many considerations involved in starting and operating a program and by identifying resources that offer more information. The first part of this report concerns planning the program and includes sections on: (1) an overview of alcoholism treatment; (2) foundations for success in planning; (3) needs assessment; (4) program design considerations; and (5) administrative and management issues. Administrative and management issues discussed include organizational structure, staffing and personnel management, recordkeeping and reporting, program evaluation, quality assurance facilities and location, funding and fund raising, and budgeting and cost accounting. The second part of this report discusses needs assessment, outreach, treatment considerations, and administrative issues for serving the special populations of the elderly, youth, the multidisabled, American Indians, Black Americans, Hispanic Americans, Asian/Pacific Americans, and women. The appendices contain lists of further readings, organizations and information resources, and state and territorial alcoholism program directors. (NB)

ED 272 819 CG 019 302

Impact of the DRG System in Arizona. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (September 14, 1985, Tucson, AZ).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-529

PUB DATE- 86

NOTE- 108p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; *Financial Support; *Health Services; Hearings; *Older Adults

IDENTIFIERS- Arizona; Congress 99th; *Diagnostic Related Groups; *Health Care Costs

Text of a Congressional hearing held in Tucson, Arizona, to examine health care and the diagnostic related group (DRG) system is presented in this document. Opening statements are delivered by Representatives Kolbe and McCain. Witnesses testifying include: (1) two older Arizona residents who had experienced problems related to diagnostic related group rules; (2) Otto F. Dworsky, president, Arizona Federation of Chapters, National Association of Retired Federal Employees; (3) Frances Smith, member of American Association of Retired Persons; (4) Robert D. O'Connor, regional administrator, Health Care Financing Administration; (5) Theodore H. Koff, director Long-Term Gerontology Center, University of Arizona Medical Center; (6) Donn Duncan, practicing physician, State of Arizona; (7) Lawrence Shapiro, Peer Review Organization, State of Arizona; (8) Gary Henderson, president, Arizona State Medical Association; (9) Tom Plantz, chairman, Board of Directors, Arizona Hospital Association; (10) Robin A. Klaehn, regional administrator for Medical Personnel Pool in Arizona; (11) Stewart Grabel, director, Cochise Aging Services; and (12) Kathleen Heard, director, Area Agency on Aging, Southeastern Arizona Governments Organization. Short remarks by 13 audience participants are also included. (ABL)

ED 272 833 CG 019 317

Hyde, Janet Shibley
Meta-Analysis: What Has It Done for Feminist Psychology?

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- BNS-85048666
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bias; *Feminism; *Meta Analysis; *Psychological Characteristics; *Psychology; Researchers; *Research Methodology; *Sex Differences

Meta-analysis is a quantitative or statistical method for doing a literature review which replaces the traditional narrative method of reviewing literature. Statistics are taken from individual empirical studies and then statistical formulas are used to combine and test hypotheses. For feminist psychology, meta-analyses have usually been directed at the issue of gender differences. Meta-analyses have made and can continue to make contributions to the study of the psychology of women in these areas: (1) meta-analyses indicate psychological gender differences are small; (2) meta-analysis can be used to test the effect of sex of researchers on outcome of research; (3) validity in gender difference research can be addressed by meta-analysis; (4) meta-analysis can test competing theories and conceptualizations. Meta-analysis provides a healthy corrective to overestimation and overemphasis of psychological gender differences. (References are included.) (ABL)

ED 272 848 CS 008 514

Bishop, Wendy; Davis, Kevin
The Reading/Writing Relationship: A Selected Bibliography.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Community Colleges; Content Area Writing; Critical Thinking; English Instruction; Higher Education; Literacy; Reader Response; Reader Text Relationship; Reading Comprehension; Reading Instruction; *Reading Processes; *Reading Research; Reading Strategies; *Reading Writing Relationship; Schemata (Cognition); Secondary Education; *Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- Rhetorical Theory

Intended as an introduction to the literature on the reading/writing relationship, this annotated bibliography covers the areas of theory, research, and pedagogy. The citations include journal articles, conference proceedings, conference papers, books, dissertations, and monographs. (SRT)

ED 272 863 CS 209 785

Beene, Lynn; And Others
Text Linguistics and Composition: Research and Practical Connections.
PUB DATE- 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Psychology; Cohesion (Written Composition); *Dialogs (Language); Discourse Analysis; *English (Second Language); Grammar; *Linguistic Theory; Rhetoric; Schemata (Cognition); Schematic Studies; Semantics; Sentence Structure; Speech Acts; Syntax; Writing (Composition); Writing Instruction; *Writing Research
IDENTIFIERS- *Text Linguistics; Text Structure

Text linguistics can make significant theoretical and practical contributions for writing teachers. Borrowing from classical rhetoric and cognitive psychology, text linguists investigate defining text, creating text grammars, and identifying communicative aspects of text. To show how these investigations are useful for writing teachers, this report presents two studies that apply two basic issues in text linguistics--Grice's Cooperative Principle and schema theory--to common situations in writing classes. Text linguistics offers ideas on how to integrate the product/text into the process approaches prevalent in composition research and practice, and text linguistics seeks to create paradigms and identify rules about well-formed texts that teachers can appreciate as theoretical constructs and use as teaching aids. Speech act theory extends the ability of writing and communication instructors to analyze and evaluate communication situations and aids the discovery of where, how, and what the language used in instructional comments communicates. Schema theory is an analysis of text processing created jointly by cognitive psychologists and text linguists. The findings of a study involving a four-part writing task, assigned to an experimental class and scored by a panel of writing teachers, indicate that schema transfer from a narrative passage can be used as an effective activity for English as a second language (ESL) students to learn how underlying propositions in a text form an important part of that text's coherence. Further studies based on textual concerns with schema-coherence relationships should be undertaken in all phases of writing research--from native speakers' revision processes to ESL writing. Appendices include: a nine-page list of references; a sample of an English 101 student essay, a student rating sheet, and two sample essays from the schema transfer experiment. (SRT)

ED 272 878 CS 209 937

Beauvais, Paul J.
Metadiscourse in Context: A Speech Act Model of Illocutionary Content.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 13 Mar 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Discourse Analysis; *Models; *Speech Acts; Speech Communication; *Writing Research
IDENTIFIERS- *Illocutionary Content; *Metadiscourse

Recent models of metadiscourse proposed by Joseph M. Williams and William J. Vande Kopple are collections of disparate structures instead of principled systems--they do not contain rules to explain the interdependencies of their categories. Metadiscourse should be redefined as a category within the larger context of speech act theory. Specifically, metadiscourse consists of the elements in a sentence that convey illocutionary content in either fully or partially explicit form. By limiting the term "metadiscourse" to those constituents that convey illocutionary content, metadiscourse can become a clearly delineated category that functions within the larger context of speech act theory, thus allowing use of the research that speech act theorists have been conducting for over 30 years and providing a principled framework in which to conduct further study. (SRT)

ED 272 893 CS 209 982

Anderson, Philip M.
Approaches to the Secondary School Literature Curriculum.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Change; *Educational Trends; *English Curriculum; English Instruction; Language Experience Approach; *Literature Appreciation; Psycholinguistics; Secondary Education; *Secondary School Curriculum; Social Action; Social Development; Teaching Methods
IDENTIFIERS- Cultural Literacy

The origins of modern English teaching can be found in the Uniform Lists provided by eastern colleges, beginning in 1874, for college entrance examinations. The study of literature was informed by the arguments of Matthew Arnold, who maintained that the purpose of literature study was initiation into, and maintenance of, "high culture"--the best thoughts and words of western civilization. This idea corresponds closely with recent calls for a "cultural literacy" based on the reading of specific great works of literature or, in some cases, just being aware of great literature. The founding of the National Council of Teachers of English in 1911 marked a movement toward "functional" reading, or reading for "real life." The purpose of such an approach is still "cultural literacy" but it is a somewhat more democratic notion of culture. One aspect of this argument went beyond social maintenance and into social reconstruction--the attempt to educate the populace to improve society. The psycholinguistic and language experience approaches acknowledge the cultural and societal aspects of schooling and reading, but emphases are on the linguistic experience of the reader, the development of communicative competence, and the holistic understanding of texts, rather than on a skills approach.

A hybrid of these approaches might be appropriate for the literature curriculum in a secondary school, but each approach has a different purpose, which must be understood to be effectively implemented and evaluated. A three-page bibliography concludes the document. (SRT)

ED 272 910 CS 210 010

Grade 9 English Language Arts Achievement Test. Part A: Composition.
1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 22p.; For Part B: Reading, see CS 210 011-012.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Expository Writing; Foreign Countries; Grade 9; Reading Comprehension; Revision (Written Composition); Secondary Education; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; Writing Instruction; Writing Processes; *Writing Skills

IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 9 English Language Arts Achievement Test in Alberta, Canada, this booklet contains the writing portion of the test, which requires the student to write an expository composition in response to four reading selections within the framework of a given situation. The booklet contains space both for planning and drafting and for writing the finished work. (SRT)

ED 272 926 CS 210 036

Roberts, David H., Ed.; Wolff, William C., Ed.
Selected Papers of the Southeastern Writing Center Association.
Southeastern Writing Center Association.
PUB DATE- 86
NOTE- 84p.; Selected papers from the 1984 and 1985 annual conferences of the Southeastern Writing Center Association. Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; Freshman Composition; Higher Education; Peer Evaluation; Program Evaluation; Remedial Instruction; Teaching Methods; *Tutorial Programs; *Writing Instruction; *Writing Laboratories; *Writing Research

Addressing a variety of concerns of writing center directors and staff, directors of freshman composition, and English department chairs, the papers in this collection discuss writing center research and evaluation, writing center tutors, and computers in the writing center. The titles of the essays and their authors are as follows: (1) "Narrative as a Paradigm for Organization in Student Essays; Experimental Research in a Writing Center" (Lee Schweninger); (2) "Research in the Writing Center: The Environment and Some Findings" (Patrick Bizzaro, James W. Kirkland, Nina Diaz, Hope Toler); (3) "What's Going on in There? Paradigms and Problems in Measuring Writing Center Effectiveness" (David H. Roberts); (4) "Common Sense and Hard Work: Doing Research to Help Students Write Better" (Andrew L. Kelley); (5) "The Effectiveness of Sentence Combining in Writing Center Classes" (Willa Wolcott); (6) "The Effect of Developmental English Students' Perceptions about the Importance of Writing on Their Performance in Composition Class" (Willa Wolcott); (7) "A Teaching Learning Center: Writing, Peer Tutoring, and Self-Directed Learning" (Mary E. Willingham); (8) "The Joys and Rewards of Recruiting and Implementing a Volunteer Tutorial Staff" (Ina H. Steinberg); (9) "The Peer Tutor as Principal Benefactor in the Writing Center, or It Isn't Just for Teaching English Anymore" (Elizabeth S. Bell); (10) "The Perry Model Applied to the Training of Tutors: Caveats and Implications" (Lois More Overbeck); (11) "Training Peer Tutors to Work in the Ideal Writing Lab" (Teri S. Haas); (12) "Options for Active Learning: Using 'Bulletin Board' Software" (John S. Wallace); and (13) "Revision and Reading Benefit: Tutoring Students of Practical Writing with the Computer" (Part One--Melissa E. Barth, Part Two--William C. Wolff). (HTH)

ED 272 940 CS 505 327

Sodikow, Richard B.

Pogo the Possum Lives, or We Have Met the Enemy, and They Still Are Us: A Response to Frana and Wallmark.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 325-326.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Critical Thinking; *Debate; *Decision Making; Definitions; High Schools; *Logical Thinking; *Persuasive Discourse; School Activities; Speech Communication
IDENTIFIERS- *Communicator Style

Debate is structured argumentation consisting of four elements: a resolution or proposition; an affirmative position, speaker, or team supporting the proposition; a negative position, speaker, or team responsible for attacking the proposition; and a judge or group of judges who determines which position has better achieved its purpose. Debate as a high school activity has the following aims: (1) to encourage in-depth research into the contemporary problems that society faces; (2) to encourage questioning to help individuals formulate and defend positions on issues of underlying values and major policies; (3) to develop social skills necessary to work with a colleague and compete against other high school students; (4) to help students develop the emotional maturity to win and lose graciously; (5) to introduce students to diverse people and regions of the country; (6) to develop the poise necessary to handle unexpected situations in front of unfamiliar audiences; (7) to develop skills of logical argument adequately supported by research; and (8) to encourage students to use spoken English in an increasingly sophisticated way for arguing effectively and persuasively. (SRT)

ED 272 955 CS 505 345

Durkin, Kevin
Television, Sex Roles and Children: A Developmental Social Psychological Account.
REPORT NO.- ISBN-0-335-15068-3
PUB DATE- 85
NOTE- 148p.
AVAILABLE FROM- Taylor and Francis, 242 Cherry St., Philadelphia, PA 19109 ($15.00 paperback--ISBN-0-335-15068-3; $42.00 hardover--ISBN-0-335-15069-1).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Attitude Change; Characterization; *Childhood Attitudes; Children; *Mass Media Effects; *Sex Role; *Sex Stereotypes; *Television Research; Television Viewing

Intended for students in the social sciences, this book assembles and evaluates the main findings of recent work on television and sex role acquisition, points out gaps and limitations in present inquiry, and sketches a framework around which future research might usefully address some of the remaining questions. The seven chapter topics are as follows: (1) sex roles and television; (2) the sex role content of television; (3) theories of sex role acquisition; (4) the more you watch, the worse it gets? (5) the more you watch, the more you see? (6) children's reactions to counterstereotyped sex role themes in television; and (7) television, sex roles, and children: towards a developmental social psychological theory. (HTH)

ED 272 969 EA 018 685

Marshall, Catherine
Translation of Policy to Practitioners: Analysis of Sex Equity in Administrators' Journals.
PUB DATE- 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Educational Administration; Educational Policy; Elementary Secondary Education; Government School Relationship; *Periodicals; *Sex Discrimination; *Sex Fairness; *Women Faculty
IDENTIFIERS- Phi Delta Kappan; *Women Administrators

This study is concerned with local educational agencies' interpretation of federal and state sex equity policies. After briefly discussing "slippage" that occurs as policy decisions move through federal and state systems, the article addresses legitimacy and implementation issues. Since sex equity policies have goals for altering administrative behaviors, programs, and procedures, educators' views and values are important. This article describes a survey of administration journals most often read by practitioners. Four female student analysts perused 50 issues of 4 journals published from 1972 to 1983. Their content analysis showed the types and amount of information obtained. Findings revealed that "equal opportunity," "equality," and "equity" usually referred to race, economic background, and ethnicity, and seldom included sex. When equity articles did appear, most were geared toward strategies for women, not organizations. Of the four journals, "Phi Delta Kappan" had the most comprehensive coverage of sex equity issues. In general, practitioners' journals assigned these issues low priority. School administration is still fraught with norms, mobility systems, and stereotypes preventing women from attaining high positions. Elimination of sexism has not happened, and government enforcement has been undermined. Clearly, the analyzed journals are not contributing to practitioner's value transformation. Appended are three tables and 22 references. (MLH)

ED 272 983 EA 018 711

Finances of Public School Systems in 1983-84.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- GF84-No-10
PUB DATE- Dec 85
NOTE- 72p.; For the previous report, see ED 268 659.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-024-06431-6, $2.75; make checks or money orders payable to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Income; National Surveys; Postsecondary Education; *Public Schools; School Districts; *School District Spending; *School Statistics; Tables (Data)
IDENTIFIERS- Debt; Financial Assets

This report provides statistics on the revenue, expenditure, debt, and financial assets in 1984 of school systems in the United States as a whole, in each state, and in individual school systems having enrollments of 15,000 or more. The data were collected by the United States Census Bureau during its 1984 Annual Survey of Government Finances. The report consists of an introductory text and nine tables. The introduction describes the scope of the Census Bureau's school finance data collection activities, major findings of the 1983-84 survey, and sources and limitations of the data. The first two tables display national totals of public school financial data. Statewide aggregates for general revenue and general expenditure appear in tables 3 and 4 with corresponding percent distributions in tables 5 and 6. Table 7 presents state totals for indebtedness and for cash and security holdings. Table 8 contains financial statistics for 393 public school systems (including some community and junior college systems) with enrollments greater than 15,000. Per pupil amounts for these systems are presented in table 9. (PGD)

ED 272 997 EA 018 731

Baldwin, Grover H.
Management Prerogatives and the Scope of Public School Bargaining.
PUB DATE- 86
NOTE- 20p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; Board of Education Policy; *Collective Bargaining; Court Litigation; Elementary Secondary Education; Government School Relationship; *Labor Relations; Legal Responsibility; Power Structure; *Public Schools; School Community Relationship; School District Autonomy; School Law; *School Personnel; *Scope of Bargaining; State Legislation

Examination of the scope of management prerogatives in negotiation raises the question of available guidelines for school boards. State legislation indicates that the scope of bargaining ranges from narrow restrictions to broad capabilities. Management prerogatives include the power to oversee budgets and hire and dismiss employees. School officials must address the general statutes to determine the scope of their powers. Intent of state legislation is used as a base for court construction of what constitutes management prerogatives in bargaining. In most states, this intent gives broad powers to school boards. "The balancing test" means that courts examine issues within the scope of bargaining and balance the effects on groups within the school community. Courts consider the governmental policy-making nature of the school board and examine issues in light of differences between private sector enterprise and the public entity. "The impact test" determines whether school management or the employee is affected more by an issue. Under this test, courts rely on specific wording of state statutes and on rational decision making. Although courts use tests in determining management prerogatives, the area lacks a definitive statement on time limitations. The trend is toward increasing management prerogatives and a lessening of conflict in educational and governmental policy making. (CJH)

ED 273 011 EA 018 745

Nolte, M. Chester
Teaching School Law.
PUB DATE- 86
NOTE- 5p.; In: Jones, Thomas N., Ed. and Se[illegible] Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Instructional Leadership; *Law Related Education; Legal Responsibility; *School Law
IDENTIFIERS- *National Organization on Legal Problems of Educ

Members of the National Organization on Legal Problems of Education (NOLPE) should question what they want educators to remember a decade after completing a basic school law course. The question was put at NOLPE's first convention in 1955 when President Madaline Kinter Remmlein sought cooperation for beginning courses in school law and gave impetus to the movement to include school law in educational management. In those days, local superintendents kept the board updated on legal issues. Today, attorneys skilled in education law are readily available. In 1955, Remmlein drafted school law test items that she submitted to five school law instructors for revision. These items were given to students in school law courses at 27 institutions. Remmlein's 1957 "School Law Test" was widely used for a decade. The test, in three parts, was studied for central tendencies. Some observations drawn from the test that shape a beginning course include: (1) location conditions are more important than content; (2) course content should be aimed at needs of the "role-alike" persons targeted; (3) the best strategy is to administer an entry examination patterned roughly after the Remmlein test at the beginning of the term. The instructor can then answer the question of what educators should remember after completing a basic school law course. (CJH)

ED 273 025 EA 018 759

Master Plan. More Effective Schools/Teaching Project. Report of the Leadership Planning Team to the Superintendent of Schools.
Spencerport Central Schools, N.Y.

PUB DATE- 13 Jun 83
NOTE- 15p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Change Strategies; Cooperative Planning; Educational Change; *Educational Principles; Elementary Secondary Education; Faculty Development; Instructional Leadership; Minimum Competencies; Models; Needs Assessment; *Program Development; Program Evaluation; *Program Implementation; *School Effectiveness; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- New York (Spencerport)

This document outlines an overall plan of action for improving school effectiveness in the Spencerport (New York) school system. This master plan (developed by a leadership planning team consisting of key personnel in the Spencerport system, in cooperation with the Institute of Research on Teaching, College of Education, Michigan State University) includes stated project goals for all school buildings, a list of instructional program priorities, definitions of key terms, a list of standards for monitoring the minimum academic mastery goal, a concomitant goal, a list of identified assumptions upon which effective schools/teaching rest, and a model for school change. This model recommends collecting needs assessment data from each school and forming individual building committees, who will be trained in group process skills, data analysis, and plans development. Each committee shall develop a plan for its building based upon needs assessment data, shall share this plan with the total faculty, shall establish regular opportunities for input and review, and shall prepare new plans for future years based upon an annual evaluation of the plan's implementation. The document concludes with a calendar timeline for followup action and a diagram illustrating the sequential phases of the entire project. (IW)

ED 273 039 EA 018 776

Johnson, William L.
Administrative and Management Perspectives on Nonverbal Communications.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrators; Classroom Communication; Educational Environment; Elementary Secondary Education; Interpersonal Communication; *Nonverbal Communication

The potential of nonverbal communication as a field of inquiry for educators is explored in this paper. Following a brief introduction, the first section of the paper discusses basic concepts in nonverbal communication, beginning with two related definitions and a review of research. The functional significance of nonverbal communication is considered and different ways of dividing up the field for analysis are identified. The paper then describes and reviews several major subsystems of nonverbal communication: kinesics (the meaning of movement), proxemics (communication through the use of space), artifactual communication (communication through modification of the appearance), vocalics (the meaning of voice quality), tactile communication (using touch), and olfactory communication (using smell). Examples of nonverbal behavior that can be observed in schools are provided next. The document concludes with a review of the writings of several "educational revisionists." Ways of using nonverbal communication skills to test the accuracy of these writers' ideas are suggested. The writers include Carnoy, Freire, Kozol, Griffin, Fanon, Greer, Henry, Glasser, and Durkheim. A 74-item bibliography is appended. (PGD)

ED 272 648 CE 039 032

A Reading Skills Development Program for Adult Non-Readers.
Featuring: Supplementary Graphics and Sound (Voice Tutorials).
Volumes I and 2. The TRS-80 Computer Assisted Instruction Series
for Adult Basic Education Students.

San Antonio State Hospital, Tex. Office of Education Services.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 83
NOTE- 974p.; Five floppy disks, 24 audio cassettes, and 67 review cards not included here.
AVAILABLE FROM- Staff Development Coordinator, San Antonio State Hospital, P. O. Box 23310, San Antonio, TX 78223-0310 (Entire package: text, cards, software, and audiotapes--$53.25).
LANGUAGE- English
EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; *Adult Reading Programs; *Computer Assisted Instruction; Context Clues; Decoding (Reading); Educational Objectives; *Functional Reading; Guidelines; Instructional Materials; Program Development; Program Implementation; *Reading Comprehension; *Reading Skills; Skill Development; Teaching Methods; Tutorial Programs; Vocabulary Development; Vocabulary Skills; Word Recognition; Word Study Skills
IDENTIFIERS- 310 Project

This instructional manual consists of materials for use in implementing a computer-assisted instructional program in reading skills development for adult nonreaders. Discussed first are the project during which this instructional program and manual were developed and the goals of the computer-assisted beginning reading program, a major feature of which is the use of interactive graphics and sound (voice) tutorials. The next section of the guide includes a description of the major components of the program and detailed instructions for their use. These components are interactive graphic cards, five floppy disks for TRS-80 microcomputer, and 24 audiocassettes. Concluding the guide are 954 interactive graphic cards that are included in the program for the purpose of helping students develop skills in the following areas: forming compound words, plurals, and contractions; identifying root words, prefixes, suffixes, and possessives; dividing words into syllables; identifying and using various parts of speech; recognizing homonyms; discriminating between synonyms and antonyms; discovering context; using negatives; finding the main idea; recalling details; following sequences; following directions; locating answers; reading in context; drawing conclusions; inferring; identifying cause and effect; and predicting outcomes. (MN)

ED 272 664 CE 043 039

Walsh, Mark
ESL Placement. From Theory to Practice.

PUB DATE- 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Communicative Competence (Languages); *English (Second Language); *Language Skills; Reading Skills; *Screening Tests; *Student Placement; Vocabulary Skills; Writing Skills

This placement test is intended to help teachers conduct oral and literacy assessment when placing adults into English as a second language (ESL) programs. The 15-item oral assessment, which consists of three 5-item series, includes questions relating to students' backgrounds and goals that are designed to determine whether the students' English conversational skills are presently at a beginning, intermediate, or advanced level. The literacy assessment, which also consists of 15 questions eliciting information pertaining to students' backgrounds and goals, is intended to determine whether a student (1) is literate in his or her native language and (2) has some writing skills in English. (MN)

ED 272 750 CE 044 874

Masonry Specialist.
Air Force Training Command, Sheppard AFB, Tex.
PUB DATE- 83
NOTE- 377p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Bricklaying; *Building Trades; Competency Based Education; *Construction (Process); *Construction Materials; Equipment Utilization; Hand Tools; Lesson Plans; Machine Tools; *Masonry; Military Personnel; Military Training; Postsecondary Education; *Trade and Industrial Education; Workbooks
IDENTIFIERS- Air Force; Military Curriculum Materials

This instructional package is intended for use in training Air Force personnel enrolled in a program for apprentice masons. Training includes an introduction to masonry and provides instruction in the use of masons' hand, portable power, and shop tools; construction and maintenance of masonry structures using brick, concrete block, and tile; preparation of concrete, mortar and plaster mixes; placement of reinforcement steel; placement and finishing of concrete; and plaster, stucco, and tile. Military training is also provided for end-of-course appointments, predeparture safety briefing, and physical conditioning. The package contains a set of lesson plans, three study guides, and three workbooks. Included in each lesson plan are a course content outline, lists of pertinent student instructional materials, approximate times to complete each phase of the course, suggested teaching methods, and instructional guidance. The study guides consist of series of instructional units, each of which contains an objective, an introduction, instructional text, and questions. Numerous figures and diagrams illustrate the text. The accompanying workbooks include objectives, lists of needed equipment, instructions for performing various tasks, and written exercises. (MN)

Schaupp, Diane S.; And Others

Similarities and Differences in Predictors of Marital Adjustment for Men and Women.

PUB DATE- 26 Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emotional Adjustment; *Individual Development; Marital Satisfaction; *Self Concept; *Sex Differences; *Sex Role; *Spouses
IDENTIFIERS- Femininity; *Marital Adjustment; Masculinity

While recent research has examined some qualities that are related to marital adjustment, none has examined personal development variables that might be expected to significantly relate to marital adjustment and to gender-role self-concept. A study was conducted to examine relationships among gender-role self-concepts, personal development, and marital adjustment. Data from 107 middle-class couples in long-term marriages (M=21.93 years married) were obtained from a marital adjustment scale, the shortened Bem Sex Role Inventory, Shostrom's Personal Orientation Inventory, and a demographic questionnaire. Descriptive path analyses revealed some similarities consistent with past research. There were, however, many differences in predictors of marital adjustment for women and men. The results revealed that for men, femininity, self-regard, and inner-directedness were related to marital adjustment with masculinity indirectly related. For women, femininity, existentiality, self-regard, and self-acceptance were found to be related to marital adjustment. The most striking finding was the isolation of masculinity for women. These finding suggest that the connections between femininity and marital adjustment are similar for both men and women but the connections for masculinity are strikingly different. (Author/NB)

ED 272 849 CS 008 517

Hooker, Joyce
A Reading Center in a University English Department.

PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Freshmen; Content Area Reading; *Critical Reading; *English Instruction; Higher Education; Literacy Education; *Reading Centers; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Writing Relationship; *Tutors; Writing Instruction; Writing Laboratories
IDENTIFIERS- Brigham Young University UT

The primary aim of the reading center at Brigham Young University (Utah) is to teach typical university students critical reading skills, not just to work with students needing remedial or basic help. The reading center also serves as a resource for teachers in all disciplines who want help in recognizing and evaluating good reading, or who want suggestions about improving the literacy skills necessary to their discipline. In order to read critically, the student must first understand the material accurately. The students are taught to recognize the structure and organization of the reading selections--the main ideas and how they are supported. When the students have identified the thesis or main idea and the support, they use interpretation skills to understand the author's ideas and logical evaluation to assess the soundness and relevance of these ideas. An internship program provides the reading center with tutors, who must have worked in the center for a semester for two hours of upper-division credit before they are hired. Since the reading and writing centers work together, functioning as support for the English department, tutors often work for both centers demonstrating for students the link between good reading and good writing. Though the reading center focuses primarily on the freshman English curriculum, its services are used by all levels of students and faculty across the university. The goal of both the reading center and the English department is to teach students to read with their minds--to think critically, accurately, and with depth of understanding. (SRT)

ED 272 879 CS 209 954

Donlan, Dan
Using Voice and Audience in Essay Examinations.

PUB DATE- 81
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Essay Tests; Higher Education; *Peer Evaluation; Preservice Teacher Education; Teaching Methods; *Test Format; *Writing Instruction; Writing Processes
IDENTIFIERS- *Audience Awareness; *Voice (Rhetoric)

Students dislike writing essay examinations as much as teachers dislike reading them. Perhaps no alternatives to the essay exam exist, but certainly the task can be lessened by altering the format of the essay exam. In an education class at a California university, students select in advance one essay question from a list of several, and field test their rough drafts in a peer revision group. They then rewrite their essays and submit them to the instructor with the rough draft and the peer group comments. Each question is composed of three parts: (1) the message, or subject matter to be assessed; (2) the voice, the point of view and emotional tone the student must assume in conveying the message; and (3) the audience, the specific individual to whom the student is writing. The interrelationship among the message, voice, and audience makes the essay examination experience more challenging and moves it into the realm of real-world communication. Instructors evaluate each essay on a ten-point scale and students then show the instructors' comments to the peer evaluators for contrast with theirs. Over the course of two or three essay examinations of this type, the peer evaluation group members become more helpful to one another. This use of voice and audience constraints in the writing of essay examinations turns an otherwise torpid activity into a vital learning process. (Examples of questions with the voice, audience, and message delineated are included.) (HTH)

ED 272 911 CS 210 011

Grade 9 English Language Arts Achievement Test. Part B: Reading (Multiple Choice). Readings Booklet. 1986 Edition.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 17p.; For Part A: Composition, see CS 210 010. For the Questions Booklet, see CS 210 012.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 9; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Secondary Education; Student Evaluation; Test Items
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 9 English Language Arts Achievement Test in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains eight short reading selections taken from fiction, nonfiction, and poetry, including the following: "Thieving Raffles" (Eric Nicol); "Flight of the Roller Coaster" (Raymond Souster); "The Buyer" (Gilles Vigneault); an excerpt from "The Mystique of Mars" (Dennis Overbye); "Elephants" (Patrick Lane); an excerpt from "A Doctor in the West" (William Morrison Gibson); "Winter Uplands" (Archibald Lampman); and "The Dinner Party" (Mona Gardner). (SRT)

ED 272 956 CS 505 346

Booth-Butterfield, Melanie
Behavioral Correlates of Trait CA and Reticence: Not as Clear as We Thought.
PUB DATE- May 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; College Students; *Communication (Thought Transfer); *Communication Apprehension; *Communication Research; Comparative Analysis; Higher Education; Interpersonal Communication; Student Attitudes
IDENTIFIERS- *Reticence

The originator of the communication apprehension (CA) construct has consistently maintained that communication apprehensive people should not be expected to exhibit anxious behaviors. On the other hand, inept and incompetent communicative actions constitute the reticence syndrome, clearly a construct defined through behaviors. Noting that it is important that communication researchers compare and distinguish between these cognitive-affective and behavior constructs, a study examined the relationship of behaviors to CA and to reticence. Undergraduate basic communication students completed the Personal Report of Communication Apprehension (PRCA-24) and the Verbal Reticence Scale two-weeks prior to participating in randomly selected and assigned dyadic interactions. Subjects in the dyads participated for eight minutes with confederates who were trained to react neutrally and consistently with all partners in a "get acquainted" activity. Interactions were videotaped. Participants then completed the Communication Apprehension Index. Five behaviors consistently reported as indicative of CA or reticence were selected for coding: (1) number of words spoken, (2) lengthy pauses, (3) gaze avoidance, (4) disfluencies, and (5) disclaimers. The results did not support the hypothesis that behaviors would demonstrate stronger relationships with reticence than with trait CA. The conceptualization of CA as a cognitive construct is supported by the data, but the absence of behaviors correlating with reticence and the corresponding strong reticence/cognition relationship raises questions regarding the definition of the reticence construct and its operationalization. A three-page list of references concludes the document. (HTH)

ED 273 040 EA 018 777

Thomson, Scott D.
Strategies for Improving Achievement within Diversity.
PUB DATE- 11 Aug 86
NOTE- 9p.; Paper presented at Meetings of the International Intervisitation Programme in Educational Administration (6th, August 10-13, 1986 in Hawaii; August 17-21, 1986 in Fiji; and August 24-29, 1986 in New Zealand).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Diagnostic Tests; Educational Diagnosis; Educational Improvement; Secondary Education; Student Evaluation
IDENTIFIERS- *Learning Style Profile (NASSP)

Understanding students' learning styles is one of the first steps to providing an effective education. Four elements must be present in schools for mastery of content to occur. These four elements operate in sequence and each supports those that follow. The elements are (1) diagnosis of student traits and skills, (2) development of specific educational plans for students, (3) application of appropriate instructional strategies and methodologies, and (4) evaluation of student achievement, teacher performance, and program quality. Recent educational reform efforts have devoted considerable attention to the last three of these four steps but have tended to ignore diagnosis, the critical first step. Drawing on the learning style research of Rita Dunn, the National Association of Secondary School Principals' Learning Style Task Force developed, tested, and refined the Learning Style Profile, an easily administered, 23-scale instrument for assessing the stylistic skills and preferences of students in middle and high schools. The factors assessed include cognitive skills, perceptual responses, study preferences, and instructional preferences. (PGD)

ED 272 680 CE 044 668

Diet Therapy Specialist.

Air Force Training Command, Sheppard AFB, Tex.

PUB DATE- Aug 84
NOTE- 256p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Dietetics; *Dietitians; Evaluation Criteria; Evaluation Methods; Food; Food and Drug Inspectors; Food Handling Facilities; *Food Service; Independent Study; Learning Activities; Military Personnel; *Military Training; *Nutrition; Postsecondary Education; Sanitation; Workbooks
IDENTIFIERS- *Diet Therapy; Military Curriculum Materials

This four-volume student text is intended for use in training Air Force diet therapy specialists. The first volume, a study guide and workbook for self-directed instruction, covers nutrition, food processing and preparation, therapeutic diets, security precautions in medical food service, procedures for ordering equipment and supplies, food standards, Air Force accountability, sanitation inspections, evaluation of medical food service diner surveys, and patient tray service duties. Addressed in the second volume are medical food service management, production, and service. The third volume presents more advanced information on nutrition and diet therapy, and the fourth volume is a workbook that is intended for use throughout the entire course. Each of the first three volumes includes instructional text, exercises, answers to the exercises, and a bibliography. (MN)

ED 272 693 CE 044 782

Miller, Lawrence B.; Crowcroft, Robert A.
Avionics Instrument Systems Specialist (AFSC 32551).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 81
NOTE- 962p.
LANGUAGE- English
EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aerospace Education; *Aviation Technology; Correspondence Study; Electricity; Electronic Control; Electronic Equipment; *Electronics; Equipment Utilization; *Flight Training; *Instrumentation; Learning Activities; Measurement Equipment; Military Personnel; Military Training; *Navigation; Postsecondary Education; *Technical Education
IDENTIFIERS- Air Force; *Avionics; Military Curriculum Project

This six-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for avionics instrument systems specialists. Covered in the individual volumes are career field familiarization (career field progression and training, security, occupational safety and health, and career field reference material); specialty administration and aircraft familiarization (supply; maintenance data collection, reporting, and management; supervision; and aircraft familiarization, hardware, and tools); electronic principles (fundamentals of electronics, alternating and direct current circuits, generators and motors, inductance and capacitance, electron tubes, semiconductors devices, analog computers, and binary systems and logic circuit elements); maintenance fundamentals and engine instruments (direct reading pressure gauges, synchros and variable reluctance systems, thrust measurement systems, tachometers and temperature-indicating systems, and vertical scale engine instrument systems); liquid quantity, utility, and recording systems; and flight and navigation instruments (basic pilot-static, electronic pilot-static, and navigation systems; vertical scale flight instruments, angle-of-attack/stall warning and sextants; and instrument systems test equipment). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises and change supplements are included. (MN)

ED 272 707   CE 044 806

Duff, Grace; And Others

A Rural Planning Delivery System Providing Marketable Skills/Supportive Services for Single Parents/Homemakers. Phase I.

Regional Superintendent of Schools for Alexander-Johnson-Massac-Pulaski-Union Counties, Anna, IL.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Parenthood; *Employment Potential; *Employment Programs; Instructional Materials; *Job Skills; *Job Training; Material Development; Mothers; *One Parent Family; Postsecondary Education; Program Development; Rural Areas; *Rural Family
IDENTIFIERS- Illinois

In Phase I of this project, a model delivery system was developed to provide marketable skills and supportive services for 16-20 single parents and/or homemakers residing in the rural southern five counties of Illinois. During this phase of the project, which lasted from January to June 1986, the assessment procedures and criteria from which the single parents/homemakers were to be selected were developed. A resources and advisory committee consisting of education for employment and related supportive services providers operating in the area was established, and education programs already existing in the area were identified. Finally, a job preparation and survival skills development program and a family life education program were developed and conducted for approximately 20 single parents during May 1986. From this beginning, an education for employment and related supportive services (individual action plan for employment) for each single parent/homemaker enrolled in the project was to be created during the next phase of the project. Participants would then enter a year-long supported employment training program to prepare them for jobs that pay above the minimum wage. (KC)

ED 272 736 CE 044 854

A Study of Hawaii Community College's Services for Handicapped Students (1984-85): Four Data Bases.
Hawaii Interviewing, Honolulu.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- 85
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Community Colleges; *Disabilities; Interviews; *Needs Assessment; Program Improvement; Questionnaires; *Student Participation; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Hawaii Community College

This report presents findings of a needs assessment project to determine areas of improvement necessary to ensure the full participation of handicapped students at Hawaii Community College (HCC). A particular focus was the vocational education programs. The report is organized around the four databases that were derived from assessment questions asked of HCC faculty and handicapped students, employers of the handicapped, and agencies serving the handicapped. Chapter I is an executive summary. Chapter II gives the purpose and methods of the study and describes how the report is organized (i.e., around four databases, with each described separately). In Chapter III, a listing of the faculty data is given; the sample, procedures, and questionnaire are described; the findings are presented and analyzed; and summary of findings is given. Similar presentations are made of the handicapped student, employer, and service agency interview data in Chapters IV, V, and VI, respectively. Conclusions are presented, again by database, in Chapter VII. Chapter VIII makes specific recommendations in the areas of training, recruitment, placement, curriculum, and administration. The questionnaire and interview schedules are appended. (YLB)

ED 272 766 CE 044 907

Retirement before Age 65. Trends, Costs, and National Issues. Report to the Chairman, Select Committee on Aging, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-86-86

PUB DATE- Jul 86

NOTE- 75p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five free; additional copies--$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Early Retirement; *Employment Patterns; *Labor Force Nonparticipants; Middle Aged Adults; *Older Adults; *Public Policy; Research; Retirement; *Retirement Benefits

Two issues were analyzed--the changing characteristics of early pension recipients and the costs of early retirement. The analyses covered men and women aged 50 and older and were based primarily on data from the Census Bureau's March 1984 Current Population Survey. Findings showed that the percentage of the population receiving employer-sponsored pensions at ages younger than 65 had increased rapidly. Individuals with employer-sponsored pension income had much lower labor-force participation rates than nonrecipients of the same age and sex. While the majority of early pension recipients who did not work appeared to be voluntarily retired, a significant minority below age 62 had retired due to disability or poor health. Early retirement represented a potentially significant loss in federal tax revenues. Some recent legislative changes reduced incentives for early retirement and removed obstacles to older worker employment. Additional proposed changes would further remove some financial incentives to retire early in public and private plans. The importance of the adoption of further public policies to encourage later retirement was seen as depending not only on future economic growth but also on unforeseeable economic or demographic circumstances that might alter the current view of what policies will be needed in the next century. (Appendixes include additional data and information on methodology.) (YLB)

ED 272 778 CG 019 261

Scarr, Sandra
Intelligent Intervention.
PUB DATE- 23 Aug 86
NOTE- 48p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Environmental Influences; Family Environment; Family Relationship; *Heredity; *Intelligence; *Intelligence Differences; *Nature Nurture Controversy; *Personality Theories

Research has shown that differences among ordinary people in intelligence and personality depend equally on individual genetic variability and on differences in the environments that siblings experience within the same family, not differences in the neighborhood, school, and community environments. As of yet, there are no adequate theories to explain how the environment works to affect personality and intellectual differences among people. Present interventions are based on naive environmentalism. If it is known what variations in environment make a difference, intervention programs can be better designed and implemented. In planning intelligent interventions, lumping human talents into a single domain may be useful, especially if focused on the practical concept of social competence. Theories on the role of intelligence and personality can be tested by the usefulness of the interventions they imply. Specific behaviors at specific times in people's lives can be changed, but the outlook for more pervasive aspects of people's functioning is pessimistic. A modest theory of general intellectual and personality development and of robust individual differences that underlie important human affairs, with the pessimism that implies about the effects of situationally-bound and time-bound interventions may be useful. (ABL)

ED 272 792 CG 019 275

Mowbray, R. Glenn
A Review of the Controlled Drinking Literature with Emphasis upon Patient Variables Differentially Predicting the Success of Controlled Drinking versus Abstinence Outcomes, and Physical Health/Safety Issues.

PUB DATE- Sep 86
NOTE- 85p.; Research paper for Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Alcoholic Beverages; Alcoholism; Attribution Theory; *Drinking; *Intervention; *Learning Theories; Physical Health; *Predictor Variables; *Psychological Patterns; Safety
IDENTIFIERS- *Controlled Drinking

In this literature review, the failure of a disease model of alcoholism based upon loss of control and craving phenomena to receive support is noted, as is the robustness of a model rooted in psychological learning theory. The viability of controlled drinking interventions based upon learning theory principles is demonstrated. Several predictor variables which emerged from studies using gamma alcoholics are identified: (1) low severity of dependence symptoms; (2) age 40 or less; (3) regular employment (favors a controlled drinking outcome); and (4) Alcoholics Anonymous involvement (favors an abstinent outcome). Possible learning theory explanations of these predictor variables are presented. Physical health/safety issues concerning controlled drinking research are also discussed. An apparently safe operational definition of alcohol consumption for future controlled drinking research of no more than 12.75 oz. ethanol equivalent/week, up to 2-5 oz. ethanol equivalent/drinking day is proposed. Other conclusions and suggestions for further research are offered. Seven pages of references conclude the report. (Author/NB)

ED 272 806 CG 019 289

Women and Alcohol Problems: Tools for Prevention.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1362
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcoholism; *Drinking; *Females; *Intervention; *Prevention; *Stereotypes
IDENTIFIERS- *Alcohol Abuse

This report presents a practical guide to the prevention of women's alcohol problems. It is intended for use by individuals interested in incorporating prevention measures into the workplace, schools, treatment facilities, and other settings, and for women interested in reducing the risks of alcohol problems or preventing existing problems from developing further. A section on women's alcohol problems discusses social drinkers, problem drinkers, and alcoholics. Three levels of prevention are defined. The section on primary prevention presents five tools for reducing the incidence of alcohol problems in women and for stopping the problem before it starts: (1) risk factor recognition; (2) the media; (3) legislation and regulation; (4) community action groups; and (5) health education programs. The section on secondary prevention, early problem detection to prevent the disease from fully developing, presents four tools: alcohol programs for special risk groups, employee assistance programs, breaking the silence of denial, and assessment by physicians and other helping professionals. Tools identified in the section on tertiary prevention, designed to help alcoholics stop drinking, are denial syndrome recognition, direct alcoholism intervention, removal of treatment barriers, and provision for women's special treatment needs. The summary notes one final tool, removal of the misplaced stigma associated with alcoholic women. A brief list of references and a list of prevention messages for women are included. (NB)

ED 272 820 CG 019 303

Twentieth Anniversary of Medicare and Medicaid: Americans Still at Risk. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (July 30, 1985).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-538

PUB DATE- 86

NOTE- 78p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; *Financial Problems; Health Programs; Hearings; *High Risk Persons; *Older Adults

IDENTIFIERS- Congress 99th; Health Care Costs; *Medicaid; *Medicare

Text of a Congressional hearing examining the plight of aging Americans, still at financial risk despite the help of Medicare and Medicaid, is presented in this document. Testimony or prepared statements are delivered by 17 Congressmen including Representatives Roybal, Jeffords, Renaldo, Hammerschmidt, Pepper, McCain, Manton, Fawell, Robinson, Meyers, Sisisky, Lightfoot, Reid, Hughes, Bonker, Biaggi, and Wright. Senator Kennedy's testimony about Medicare and Medicaid's history is presented. Newton Gann, a citizen whose wife and mother-in-law suffer from Alzheimer's disease, testifies about Medicare and Medicaid's limitations. Carolyne K. Davis, Administrator of the Health Care Financing Administration gives testimony on Medicare and Medicaid costs, cost containment practices, and the challenges that face Medicare and Medicaid in the future. The appendix includes an analysis of present and future health and long term care costs of America's elderly, a case study of financial risk to elderly due to institutionalization or home care, and a statement by the American Psychological Association on the elderly at-risk from nervous and mental disorders. (ABL)

ED 272 864 CS 209 816

Norris, Vincent P.

Magazine and Newspaper Prices: The Effect of Advertising Revenue.

PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; Comparative Analysis; Consumer Protection; *Costs; *Media Research; Merchandising; *Newspapers; *Periodicals
IDENTIFIERS- Advertisements; Cost Plus Pricing

A review of the literature reveals that publishers have suggested that magazines would cost twice as much and newspapers five times as much if they were not supported by advertising revenues. However, recent research indicates that this is not true. Although statistics regarding magazine publication are easier to obtain than those regarding newspaper publication, it does not appear that an increase in advertising revenues has resulted in substantially lower prices for consumers. A portion of ad revenues is used to pay for the additional paper and printing, for additional postage for heavier magazines, and for sales staff and the distribution of free copies to current and potential advertisers. The real costs of carrying ads in newspapers is also much higher than is suggested by the claim that newspapers would be more expensive without advertising. Furthermore, it has been shown that consumers are the ultimate source of all revenues, because when manufacturers and retailers pay for advertisements, they simply pass the incurred cost to consumers. (DF)

Saunders, Martha A.
The Collaborative Description Paper.
PUB DATE- Feb 86
NOTE- 6p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (21st, Memphis, TN, February 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Higher Education; Participative Decision Making; Peer Evaluation; Remedial Instruction; *Teaching Methods; Writing Apprehension; Writing Evaluation; *Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes

Although student writers will accept evaluation more readily from their peers than from their instructors, beginning writers in particular hesitate to offer suggestions to another writer because they do not want to hurt their fellow students' feelings, and because they do not feel they know enough to evaluate someone else's work. The collaborative descriptive writing project works well in helping students overcome these fears and feel at ease with their classmates. As used in a developmental writing class, the project involves only a one paragraph paper, assigned early in the semester. Class discussion prior to the assignment concerns the use of concrete detail and a discussion of relative words that do not describe precisely, such as "tall." Students are then paired with other members of the class, and each pair is assigned to describe some location on the campus. Students visit the site separately, and record their visual, aural, olfactory, and affective observations on a sensory chart. The student pairs then collaborate on writing a piece of description about their assigned location, but without naming the place in the paper. They must agree on their dominant impressions and on the arrangement of the information. Through this process of coming to agreement, the students discover that suggestions and evaluations can be positive instead of merely negative. The pairs elect a reader who presents the paper to the class, and class guesses the location described. The assignment encompasses the various learning styles students bring to the class, teaches in a fairly painless way the importance of concrete specific detail and audience awareness, and allows students to become more comfortable with making suggestions to their peers about a piece of writing. (HTH)

ED 272 927 CS 210 037

Lentz, Richard
Sixty-Five Days in Memphis: A Study of Culture, Symbols, and the Press. Journalism Monographs Number Ninety-Eight.
Association for Education in Journalism and Mass Communication.
PUB DATE- Aug 86
NOTE- 48p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Black Attitudes; Black Community; Black Culture; Black History; Cultural Differences; Cultural Images; Cultural Influences; Culture Conflict; Journalism; *Newspapers; *News Reporting; *Racial Relations; *Strikes; *Symbolic Language; Symbolism
IDENTIFIERS- Journalism History; King (Martin Luther Jr); *Tennessee (Memphis)

In order to determine how certain symbolic labels became attached to the city of Memphis, Tennessee, this monograph examines the events leading up to the assassination of Martin Luther King, Jr., and describes the events, personalities, and social forces that dominated the strike by garbage workers in 1968. It analyzes the strike in terms of the culture as an interpretive system and includes a textual analysis of local press coverage that assesses the use of symbols to make sense of the strike. The monograph asserts that black anarchy was the symbol for the strike, paternalism the symbol for efforts to end the strike by the city council, and the outside agitator the symbol for King. It also contends that Mayor Henry Loeb was interpreted by whites as a heroic leader, benevolently protecting the black man; that blacks saw Loeb as plantation owner-reincarnate; and that P.J. Ciampa, a national union officer, was a symbol of immense power in the culture, and seen as a latter-day carpetbagger who exploited the black garbage collectors. The monograph concludes that the newspapers, the "Commercial Appeal" and the "Press-Scimitar," defined the strike culturally using the themes and concepts that historically have ordered experience in Southern culture. (SRT)

ED 272 941 CS 505 328

Lybbert, Blair
What Should Be the Goals of High School Debate?

PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 329-330.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Critical Thinking; *Debate; *Educational Objectives; High Schools; Persuasive Discourse; *Program Development; *Speech Communication
IDENTIFIERS- *Debate Coaches

The ability of debate coaches and instructors to define the goals of their activity is essential to any meaningful evaluation of success in achieving those goals. Much of the criticism of debate rests on the faulty assumption that coaches and instructors agree as to what they are trying to teach students. Numerous writers have addressed the question of the goals of debate, often describing what debate should and does teach the student, and providing a variety of benefits of debate that could easily be framed as goals. While no two lists would be identical, an extensive sampling of the literature reveals several recurring themes. The first, and most frequently cited, is the enhancement of critical thinking and reasoning abilities. The second could be classified under the general rubric of academic advancement or development. A third and final goal would be to promote communication skills. Most programs are, in all likelihood, promoting these goals and the most serious dispute will probably be in setting priorities. Other goals would be valuable to a high school program as well. One is providing students with elevated challenges, another is providing them with exceptional experiences, and a third is providing students with training advantages for their future endeavors. There are any number of extremely significant values and benefits associated with debate, and these should form the basis of debate instructors' goals for future debaters. (HTH)

ED 272 970 EA 018 686

Marshall, Catherine
University Education Administration Programs and Sex Equity.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Affirmative Action; Career Choice; *Equal Opportunities (Jobs); Graduate Students; Higher Education; *Sex Bias; *Sex Discrimination; *Women Faculty; Womens Education

Women seeking education administration careers in the 1980's will find their employment opportunities limited by declining enrollments and unenforced affirmative action programs. The informal networks and sponsoring mechanisms aiding men's career mobility are generally unavailable to women. Universities can play a key role in developing pools of well-qualified women and helping school districts maximize their utilization in administration. Instead, women (and minorities) comprise only a tiny percentage of administrative positions. This paper explores the problems encountered by female and male graduate students at one education administration program. A survey eliciting background information on status, goals, and university and life experiences was mailed to 258 students enrolled in the program between 1976 and 1980; the return rate was 70 percent. Findings show considerable sex differences among participants in this program. Women were older, had less financial support and lower positions and career goals, experienced sex discrimination, and were often divorced. By ignoring these differences, education administration programs are failing to meet their women students' training, support, and socialization needs. Results suggest that professionals, professors, and practitioners must examine further the university's role in training and supporting women. Included are 24 references. (MLH)

ED 272 984 EA 018 712

Education Block Grant: How Funds Reserved for State Efforts in California and Washington Are Used. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-94

PUB DATE- May 86

NOTE- 56p.

AVAILABLE FROM- Publication Sales, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies are $2.00 each, prepaid by check or money order made out to Superintendent of Documents; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; Comparative Analysis; Educational Finance; *Federal Aid; Program Administration; Research Problems; *Resource Allocation; *State Departments of Education

IDENTIFIERS- California; Education Consolidation Improvement Act Chapter 2; Washington

State education agencies are allowed to retain up to 20 percent of the funds they receive from the federal government through the block grant provisions of the Education Consolidation and Improvement Act. A review by the General Accounting Office (GAO) of the United States of the uses to which these retained funds were put in California and Washington failed to determine the amount of block grant funds used for administration. The block grant regulations allow the states to use their own procedures for managing their block grant programs. As a result, no nationally applied set of definitions or classifications of programs or activities has been developed, nor have the accounting systems in the two states examined required that all programs using block grant funds use uniform reporting procedures. Comparisons between states and among state programs are therefore practically impossible. The GAO did determine that the state education agency budgets in California and Washington rely less than the average state on federal aid, that the two states' budgets rely more on block grant funds, and that fewer block grant funds are used to administer the block grant program in these two states than in the average state. Some options for reducing use of block grant funds at the state agency level are offered. The letter requesting the GAO study is appended, as are tables of state and national financial data relevant to the report. (PGD)

ED 272 998 EA 018 732

Freeman, Rodney, Jr.
Collective Bargaining: Management Prerogatives, Unfair Labor Practices and Grievances.
PUB DATE- 86
NOTE- 16p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *Compliance (Legal); Elementary Secondary Education; *Employer Employee Relationship; Federal Legislation; *Grievance Procedures; Labor Problems; *Labor Relations; Public Schools; *School Personnel; State Legislation
IDENTIFIERS- National Labor Relations Act

An understanding of unfair labor practices and grievances in public education requires an examination of court decisions in areas of collective bargaining. In 1935 Congress enacted the National Labor Relations Act, granting only to private-sector employees the right to organize and bargain collectively. By the 1970's most states had rejected the idea of the sacrificial nature of public employment and had adopted statutory schemes relating to negotiations and labor relations between governmental employees and their employers. The trend of litigation is to increase the employer's burden of proof if coercion or restraint occurred in employees' exercise of protected rights. Recent court decisions reject employee discharge if antiunion animus was a factor. A teachers' union in Alaska, however, failed to produce sufficient evidence to meet the court's required burden of proof in "Alaska Community v. University of Alaska." The category of failure to abide by a collective bargaining agreement illustrates the merging of grievances and unfair labor practices. In this category, burden is placed upon employers to demonstrate why they have failed to abide by their own agreements. The area of refusal to bargain may require bargaining if the employer wishes to change the agreement. Other legal areas include unilateral changes in wages or employment conditions and nonmembership in employee organizations. As courts and boards test rights and responsibilities, labor relations should continue to improve. (CJH)

ED 273 012 EA 018 746

Jensen, Mary Cihak
Induction Programs Support New Teachers and Strengthen Their Schools.
Oregon School Study Council, Eugene.
PUB DATE- Sep 86
NOTE- 34p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 will be added for shipping and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Faculty Mobility; Program Development; *Program Implementation; Teacher Attitudes; Teacher Effectiveness; *Teacher Improvement; *Teacher Morale; *Teacher Orientation; Teacher Supervision; *Teacher Welfare
IDENTIFIERS- *Beginning Teacher Induction; Northwest Regional Educational Laboratory

Recent statistics show that nationwide about 50 percent of new teachers leave the profession within their first six years of teaching. In an effort to encourage the persistence of new teachers and to enhance their productivity and competence in the classroom, many school districts have begun supportive programs for the beginning teacher, known as induction programs. This document presents current research about the situation and needs of the beginning teacher, describes several models of induction programs, and reviews the development and implementation of induction programs in two Oregon school districts, Tigard and West Linn. Specific recommendations for administrators, based on research and the current experience of school districts, are as follows: (1) share research on the beginning teacher with school administrators and faculty, (2) consider multiple models for induction, (3) choose mentor or supporting teachers carefully, (4) protect the assignment of new teachers, (5) provide assistants for new teachers hired late, (6) increase supervision of new teachers, (7) balance new teachers' need for training with their need for time, and (8) form partnerships to support new and veteran teachers. A postscript describes the Northwest Regional Education Laboratory's new consortia to assist school districts' induction programs. Eleven references and a list of interviewees are appended. (IW)

ED 273 026 EA 018 760

Sudlow, Robert E.
Conducting an Effective Schools Program.
Spencerport Central Schools, N.Y.
PUB DATE- May 84
NOTE- 23p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758. Text may reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Standards; Definitions; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Minimum Competencies; Minimum Competency Testing; *Program Evaluation; *School Effectiveness
IDENTIFIERS- Disaggregated Analysis; *Minimum Academic Mastery; New York (Spencerport)

Essential to the definition of an effective school is an operational definition of minimum academic mastery as the acquisition of knowledge, skills, and concepts that enable the student to be demonstrably successful in the next grade level in the same school or in any other school in the United States. An effective schools program, such as the one developed in the Spencerport (New York) school system, implements this achievement component and demonstrates the following criteria: (1) at least 95 percent of all students at each grade level demonstrate minimum academic mastery (measured on a standardized achievement test); (2) there is no significant difference in the proportion of students demonstrating minimum academic mastery as a function of socioeconomic class; and (3) the above conditions have been obtained for at least three consecutive years. To determine whether a school is effective, a disaggregated analysis of student achievement in reading and arithmetic must be computed at each grade level. The procedure for computing a disaggregated analysis (derived from a series of inservice workshops with Lawrence Lezotte and Ronald Edmonds) concludes this article. A postscript, describing the Spencerport project, and four footnotes are appended. (IW)

ED 272 722 CE 044 827

Individualize Instruction. Second Edition. Module C-18 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-207-2
PUB DATE- 86
NOTE- 44p.; For related modules, see ED 269 616 and ED 270 587.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Competency Based Teacher Education; *Individualized Instruction; *Instructional Development; Instructional Material Evaluation; Learning Activities; Learning Modules; Lesson Plans; Material Development; *Needs Assessment; Postsecondary Education; Records (Forms); Student Evaluation; *Student Needs; Student Role; Teacher Education; Teacher Role; *Vocational Education; Vocational Education Teachers

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with individualizing instruction. Addressed in the four individual learning experiences described in the module are the following topics: (1) the characteristics of individualized instruction (student needs, abilities, and interests; student and teacher roles in individualized instruction; objectives; variety; and student evaluation); (2) methods for planning and evaluating individualized units; (3) management of individualized instruction; and (4) options for experiences in individualized instruction. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

ED 272 912 CS 210 012

Grade 9 English Language Arts Achievement Test. Part B: Reading (Multiple Choice). Questions Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86
NOTE- 24p.; For Part A: Composition, see CS 210 010; for the related Reading Booklet, see CS 210 011.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 9; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Secondary Education; Student Evaluation; Test Items
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 9 Language Arts Achievement Test in Alberta, Canada, this reading test contains 65 multiple choice test items related to the eight selections in the reading booklet and to a cartoon and four additional reading selections within this booklet. The questions examine the student's skills in (1) understanding meaning, (2) understanding and interpreting the relationship between form and content, and (3) understanding and interpreting human experience and values as expressed through literature. (SRT)

ED 272 665 CE 043 040

Fontenot, Karen
Adult Beginning Reading Skills Diagnosis. From Theory to Practice.
PUB DATE- 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; *Informal Reading Inventories; Learning Readiness; *Reading Readiness Tests

This 8-item test is intended to help adult basic education teachers obtain a quick assessment of the prereading skills that their beginning adult readers have already mastered. The individual items of the test are designed to assess the following: ability to write one's own name; left-to-right orientation; perceptual hearing; sound-letter and visual letter recognition; and symbol, letter, and sound reproduction. (MN)

Simpson, Michele L.
Teaching University Freshmen to Employ, Regulate, and Transfer Study Strategies to the Content Areas.
PUB DATE- 86
NOTE- 13p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)

DESCRIPTORS- *College Freshmen; *Content Area Reading; Higher Education; Learning Strategies; Metacognition; Questioning Techniques; *Reading Instruction; *Reading Research; Skill Development; *Study Skills; Test Wiseness; *Transfer of Training
IDENTIFIERS- SQ3R Study Formula

To determine whether students have study strategies that they can transfer to future learning tasks, a research study used a content-based model--the Supportive Seminar--a voluntary content review session held by a leader enrolled in a targeted college course for freshmen. The leader acts as a role model for the students by attending all lectures, reading all assignments, taking all tests, and utilizing the appropriate study strategies. The goal of the Supportive Seminar is to teach the students effective study strategies that can be regulated for a specified course and then transferred to future courses. The seminar also assisted college students in learning effective study strategies while learning new content area concepts. Pre- and post-study strategy assessments indicated that the seminar can teach college students how to employ and regulate effective and appropriate study strategies, and that the seminar can help students plan, monitor, and evaluate their own independent learning. Students' reports 5 months after the seminar indicated that they transferred the appropriate strategies, regularly used many of the strategies learned in the seminar, were aware of the underlying processes and the uniqueness of each strategy, and would highly recommend a Supportive Seminar to a friend. This seminar concept has a more positive image than does the traditional skills model. Furthermore, Supportive Seminars are credible delivery models that adhere to a content-based philosophy of college reading. A 12-item list of references and 4 data tables are appended. (SRT)

ED 272 649 CE 043 024

Language Experience Approach. TECHNIQUES.

American Association for Adult and Continuing Education, Washington, DC.
PUB DATE- Sep 83
NOTE- 3p.; Adapted from a procedure developed by John George.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Beginning Reading; *Language Experience Approach; Literacy Education; Reading Instruction; *Student Developed Materials

The purpose of this document is to provide a step-by-step outline of the language experience approach. It first explains this technique for teaching both words and sentences to beginning readers. Steps are outlined first for teaching words, then for teaching sentences. What to do and what to say is suggested for each step. Teaching words includes such steps as learner selection of a picture, selection of a word, repeated pronunciation of that word, random recall of letters, student printing of the word, combination of picture and word, and, throughout, repeated recall and pronunciation of the word. The steps in teaching sentences are similar: learner selection of a picture, selection of a sentence from student description, repeated pronunciation of the sentence, determination of a title for the story, pronunciation of the title, random recall of letters, recall of the title and story, student printing of the story, and, throughout, repeated recall and pronunciation. These suggestions are offered for instruction: review of word and sentences from previous lessons at beginning of each lesson and encouragement of student to practice at home. (YLB)

ED 272 681 CE 044 684

Reynolds, Alfred
Vocational Exploratory Programs: Career Selections and Attitudes.
PUB DATE- 86
NOTE- 7p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Career Exploration; *Disadvantaged Youth; *Economically Disadvantaged; *Educational Benefits; High Schools; *Outcomes of Education; *Summer Programs; Youth Programs

More research is needed on the effect of summer vocational exploratory programs for disadvantaged youth. Because of the limited number of high schools which offer a wide range of vocational courses, only one out of every five high school students has the opportunity to pursue viable technical or occupationally specific goals. However, research finds that vocational education is effective in stemming the dropout rate and in providing a training ground for basic entry-level jobs. The existing literature on summer vocational exploratory programs for disadvantaged youth confirms the positive effects of participation in such programs. Examples of summer exploratory programs that have had positive results include the following: a cooperative program developed by the Career Development Center and the Regional Vocational Technical School in Blackstone Valley, Massachusetts; Summer Youth Employment Program (STEP) pilot projects that were implemented in Boston, Baltimore, and Pinellas County in Florida; a prevocational exploratory program for educationally disadvantaged ninth graders that was offered in the Minneapolis Public Schools; and a sex-fair, experience-based career education program that was offered to junior and senior high school students in Little Rock, Arkansas. Such programs have resulted in improvement in work habits and attitudes, decision-making skills, and job placement rates for students as well as in greater awareness of post-high school educational opportunities and gains in choices of nonstereotyped occupations. (MN)

ED 272 708 CE 044 807

Electrician (AFSC 54250).
Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 82
NOTE- 697p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alarm Systems; Behavioral Objectives; Correspondence Study; *Electrical Systems; *Electric Circuits; *Electricians; *Electricity; *Electric Motors; Electronic Control; Electronic Equipment; Equipment Maintenance; Equipment Utilization; Learning Activities; Military Personnel; Military Training; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- Air Force; Military Curriculum Materials

This three-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for electricians. Covered in the individual volumes are general subjects (career progression, resource management, supervision and training, and safety and first aid); basic electricity and installation of electrical systems (basic electricity; electrician's tools; electrical materials and devices; installation of services and distribution panels; procedures for planning and laying out work; circuit installation with nonmetallic cable and conduit; meters and test equipment; and distribution system maintenance, troubleshooting, and repair); and installation of motors, controls, and special equipment (motors and motor control circuits, systems in hazardous locations, special equipment, cathodic protection systems, fire alarm and intrusion alarm systems, contingency responsibilities, and contingency training). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises and a change supplement for the package are also included. (MN)

ED 272 737 CE 044 858

Smith, Shirley J.
Worklife Estimates: Effects of Race and Education. Bulletin 2254.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Feb 86
NOTE- 39p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Career Education; *Educational Attainment; Educational Background; *Employed Women; *Employment Patterns; Influences; Race; *Racial Factors; *Retirement; *Work Life Expectancy

A study presented a new set of official worklife estimates based on patterns observed during the period 1979-80. Two new dimensions were added to the discussion: the effects of race and of educational background on lifetime labor force behavior. The new figures were calculated from information collected in the Current Population Survey. The worklife expectancy of adult men held relatively steady, while that of women continued to edge upward. For both sexes, indications were that many retirement decisions were being reversed. Race seemed to have more bearing on worklife patterns of men than of women. Minority men were both more likely to leave the labor force and less likely to reenter than whites. The racial differential for women affected timing of movement more than it did overall volume. Educational attainment was the more important factor affecting worklife patterns of women. Women appeared to reap twice as much "payoff" from additional schooling as do men. Their additional training appeared to drive up the opportunity costs of alternative activities, encouraging longer and more continuous careers for those who pursued higher education. For both sexes, higher education was associated with later retirement. (Twenty-two tables present the analyzed data. A technical appendix describes methodology.) (YLB)

ED 272 751 CE 044 875

Carpentry Specialist.

Air Force Training Command, Sheppard AFB, Tex.

PUB DATE- 86
NOTE- 607p.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Building Trades; Carpentry; Competency Based Education; *Construction (Process); *Construction Materials; Equipment Utilization; Finishing; Hand Tools; Lesson Plans; Machine Tools; Maintenance; Military Personnel; Military Training; Postsecondary Education; *Trade and Industrial Education; Woodworking; Workbooks
IDENTIFIERS- Air Force; Military Curriculum Materials

This instructional package is intended for use in training Air Force personnel enrolled in a program for apprentice carpenters. Training includes an introduction to carpentry and provides instruction in the use of carpentry hand, portable power, and shop tools; construction and maintenance of wood structures; installation of building hardware; and erection of prefabricated buildings. Military training is also provided for end-of-course appointments, predeparture safety briefing, and physical conditioning. The package contains a set of lesson plans, five study guides, and five workbooks. Included in each lesson plan are a course content outline, lists of pertinent student instructional materials, approximate times to complete each phase of the course, suggested teaching methods, and instructional guidance. The study guides consist of series of instructional units, each of which contains an objective, an introduction, instructional text, and questions. Numerous figures and diagrams illustrate the text. The accompanying workbooks include objectives, lists of needed equipment, instructions for performing various tasks, and written exercises. A list of directed study assignments is also included. (MN)

ED 272 767 CE 044 948

Galbraith, Michael W.; Gilley, Jerry W.

Professional Certification: Implications for Adult Education and HRD. Information Series No. 307.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 50p.

CONTRACT- 400-84-0011

AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN307, $6.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adult Education; Adult Educators; *Certification; *Credentials; Professional Associations; *Professional Development; *Professional Recognition; *Quality Control; Teacher Improvement

This paper defines professional certification as a voluntary process regulated by a profession to measure competencies possessed by its practitioners. A hierarchy of motives for certification is illustrated, and its importance for the fields of adult education and human resource development (HRD) is emphasized. The evolution of the concept of professionalization is presented from four perspectives: philosophical, nontraditional, characteristic, and developmental. Adult education and HRD's status as professions is examined, and the attempts of these fields to develop a fully accepted body of knowledge, a set of practitioner competencies, and a program of professional certification are described. The paper addresses such certification issues as type of administrative approach, identification and validation of competencies, evaluation criteria, grandfathering, recertification, and revocability. Also discussed are positive implications (enhancement of the profession, recognition and increased earning potential for practitioners, and standardization) and negative implications (fragmentation, financial and human costs, and legal difficulties). Finally, the following nine-stage model for developing a professional certification program is presented: (1) identification of purposes or motives, (2) identification of essential competencies, (3) establishment of procedures, (4) identification of prospective candidates, (5) response to identified issues, (6) establishment of criteria, (7) marketing of the program, (8) evaluation and modification of the program, and (9) remarketing of the program. A four-page list of references concludes the document. (SK)

ED 272 779 CG 019 262

Beach, Lee Roy; Mitchell, Terence R.
The Self in Decision Making and Decision Implementation.
PUB DATE- 23 Aug 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Decision Making; *Psychology; *Self Concept; Theories
IDENTIFIERS- *Subjective Expected Utility

Since the early 1950's the principal prescriptive model in the psychological study of decision making has been maximization of Subjective Expected Utility (SEU). This SEU maximization has come to be regarded as a description of how people go about making decisions. However, while observed decision processes sometimes resemble the SEU model, decisions appear to be made in an intuitive manner much more frequently. An alternative decision theory is called Image Theory. In this theory, four images (self, trajectory, projected and action) are parts of an overall scheme the decision maker has about what he/she is doing and why. Self-image refers to one's principles; trajectory image to the agenda of goals; projected image to the time table for achieving goals; and action image to the roster of plans for achieving goals. Decisions are adoption decisions or progress decisions. Decisions are made like the SEU model, or in most cases, on the basis of how well the potential adoptee (a candidate goal or plan) is compatible with the principles of the self-image, the goals that already exist on the trajectory image, and in the case of plans, the plans that already exist on the action image. This compatibility governs most decisions. Several research studies on decision making have demonstrated the importance of compatibility and self-image. It must be recognized that people's on-line self-image, their principles, wield power over their actions. (ABL)

ED 272 793 CG 019 276

Schneider, Lawrence J.; Dearing, Nancy
Personality and Career Concomitants of Life Stress in College Students.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Ft. Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *College Students; Higher Education; Sex Differences; Sex Role; *Sexuality; *Social Support Groups; *Stress Variables; *Student Attitudes
IDENTIFIERS- *Psychological Distress Inventory

The Psychological Distress Inventory (PDI) has been shown to discriminate between college students seeking help in the college counseling center from non-help seekers, between depressed and non-depressed students, and between students' global self-appraisals of high versus low stress. A study was conducted to investigate concurrent validity for the PDI by exploring the inventory's ability to discriminate among college students with respect to their level of support, attitudes toward the opposite sex, and career indecision. Subjects, one-half of whom were experiencing high levels of life stress and one-half of whom were experiencing low levels of life stress, were 88 male and 88 female college students. Subjects completed the PDI, and the Attitudes toward Women, Attitudes toward Men, Social Support, Career Indecision, and Certainty of Major scales. The results indicated that high stress was associated with high social support. Other findings suggest that high stress interferes with vocational exploration and certainty regarding one's tentatively chosen field of study. The present results offer some validity of the PDI. Attitudes toward men and women, however, seemed relatively free from bias resulting from life stress. Additionally, analysis of the Attitudes toward men subscores suggests that they may assess somewhat stereotypic sex role patterns. (NB)

ED 272 821 CG 019 304

Berki, S. E.

Families with High Out-of-Pocket Health Services Expenditures Relative to Their Income. Final Report on Phase II.

Michigan Univ., Ann Arbor. School of Public Health.
SPONS. AGENCY- National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
PUB DATE- 30 Jan 85
NOTE- 69p.
CONTRACT- 233-81-3032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Diseases; *Family Characteristics; *Family Financial Resources; *Family Income; *Health Insurance; *National Surveys
IDENTIFIERS- *Health Care Costs

This paper presents high-cost illness data from the first public use data file released on the 1977 National Medical Care Expenditure Survey. Characteristics of families which incurred out-of-pocket expenditures for personal health services that exceeded 5, 10, and 20 percent of their income in 1977 are described including: (1) demographics; (2) use of health care services; (3) total and out-of-pocket expenses, and (4) sources of payment. Findings are presented that depict families with a high ratio of out-of-pocket expenses to income as being more likely to be headed by someone under 18 or over 65 years of age, unemployed, and with lower income. Implications of the findings are examined, including the identification of two distinct types of families that have high out-of-pocket expenses: those for whom a high-cost illness resulted in high personal expenses in spite of good insurance coverage, and those for whom relatively small out-of-pocket expenses represented a high percentage of their income due to a combination of low income and inadequate health care coverage. The issue of catastrophic health care expense is addressed. The appendices describe the calculation and interpretation of relative errors and the method used to calculate the standard errors, the formation of confidence intervals, and the evaluation of differences among estimates. Two figures and 34 data tables are included. (NB)

ED 272 835 CG 019 319

Shaver, Phillip
Being Lonely, Falling in Love: Perspectives from Attachment Theory.
PUB DATE- 26 Aug 86

NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Attachment Behavior; Childhood Needs; *Experiential Learning; *Interpersonal Relationship; *Loneliness; *Psychological Patterns; Psychology; Theories
IDENTIFIERS- *Love

Love and loneliness hold special interest at a time when divorce and geographical mobility pull so many people apart. Attachment theory offers a useful integrative framework to study adolescent and adult love and loneliness. Attachment theory has three propositions: (1) when an individual is confident an attachment figure will be available when he desires, the person will be less prone to fear; (2) confidence in availability of attachment figures is built up over the years of immaturity; and (3) varied expectations of responsiveness of attachment figures that individuals develop during years of immaturity are basically accurate reflections of their experiences. The continuity of attachment style across the lifespan is probably maintained in a number of interrelated ways including emotional, cognitive, and behavioral ways. The organization of a child's attachment behavior tends to persist across the lifespan. Early attachment behavior and later romantic love share similarities. Differences exist between anxious/ambivalent lovers and secure lovers. Transient loneliness is a natural component of attachment-system activations. Three kinds of people emerge from attachment studies: those relatively secure who have enjoyed reasonable parenting, those who are anxious/ambivalent in close relationships and low in ego-resilience, and those avoidant in close relationships who were rebuffed in early secure attachment efforts. An attachment approach to love and loneliness holds promise for both theory and research. References and figures are appended. (ABL)

ED 272 865 CS 209 819

McEnteer, James B.
Predictors for the Effects of Televised Executions.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crime; Crime Prevention; Majority Attitudes; Mass Media Effects; *Programing (Broadcast); *Public Opinion; Social Attitudes; Television; *Television Research; *Television Viewing; Violence
IDENTIFIERS- *Capital Punishment

This paper discusses the controversy that has traditionally surrounded the issue of capital punishment. When a Texas television reporter sought permission to televise the execution of a convicted murderer by lethal injection in 1983, arguments were advanced both for and against televising executions. A recent poll shows that 84% of Americans support capital punishment. However, some researchers feel that televising executions would encourage aggressive tendencies and result in commission of similar crimes. Historical and statistical data suggest that, apart from a short-lived effect lasting a few days, no observable decline in capital crimes would result from televised executions. Perhaps a limited trial run of televised executions in a state such as Texas could be monitored by surveying the potential audience before and after such exposure and observing its effects. (DF)

ED 272 880 CS 209 955

Pino, Cynthia L.
Rx for Formula Poetry in the Content Area: An Activities Book.
Volusia County Schools, Daytona Beach, Fla.

PUB DATE- Jan 83
NOTE- 35p.
AVAILABLE FROM- Director, Community & Governmental Relations, P.O. Box 2118, 230 North Stone St., Deland, FL 32721-2118 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Creative Writing; Elementary Secondary Education; Haiku; *Learning Activities; *Poetry; Student Writing Models; Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Formula Poetry; *Writing across the Curriculum

Intended for teachers in all content areas, this guide provides activities for teaching formula poetry (poetry written according to a defined format) in all subject areas. First, a rationale for why teachers should include writing in their classrooms is presented. Next, the stages of the writing process are explained and the benefits of formula poetry are discussed. Instructions for teaching students to write bio-poems, cinquains, concrete poems, definition poems, diamante poems, five-sense poems, found poetry, haiku, inside/outside poems, parallel poems, and vertical name poems are provided, as well as examples of poems that have been written in science, social studies, and English classes. (DF)

ED 272 913 CS 210 013

Grade 3 English Language Arts Achievement Test. Provincial Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 85
NOTE- 42p.; For the two-part test, see ED 263 582-583.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Educational Assessment; Foreign Countries; Grade 3; Literature Appreciation; Multiple Choice Tests; Primary Education; *Reading Comprehension; *Reading Skills; *Reading Tests; Scores; Statistical Distributions; *Student Evaluation; *Test Interpretation; Test Results; *Writing Evaluation
IDENTIFIERS- Alberta; *English Examinations

Designed to assist school jurisdictions in interpreting their achievement test results, this report describes the achievement testing program in Alberta, Canada, and indicates the conditions for student exemption from testing. It explains the Grade 3 English Language Arts Achievement Test design and development, gives a description of the test itself, reports on its administration and scoring, and provides a guide to the interpretation of jurisdiction results. Scoring guides for the expressive writing section of the test define the various levels of performance on content, development, sentence structure, vocabulary, and conventions. Tables provide blueprints for the writing and reading sections of the test, distributions of scores, question response frequencies, and distribution of jurisdiction levels. A sample score sheet is also included. (SRT)

ED 272 942 CS 505 329

Huston, David

What Should Be the Goals of High School Debate?: An Examination and Priorization.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 328-330. Light type on page 18 may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Critical Thinking; *Debate; *Educational Benefits; *Educational Objectives; High Schools; Persuasive Discourse; Program Development; *Speech Communication
IDENTIFIERS- Debate Coaches

To formulate, justify, and establish priorities for high school debate goals, one must consider only those things that debate can uniquely offer to participating students. The most important goal that debate offers is the development of critical thinking. Educators must continue to develop critical thinkers who can anticipate, discover, and prevent abuses from harming individuals and society. A second goal is fostering academic advancement and improvement. The skills students acquire in debate are easily applied to other academic disciplines. Students also learn the value of extensive and intense study of an issue, gaining increased exposure to many different ideas and resources and expanding their intellectual horizons. The third goal is development of communication skills, making students adaptable to many styles and allowing the development of complex argumentation. Three secondary goals, although not as educational in nature as the first three, contain immeasurable social worth and allow forensic educators to promote their activity to interested students. The first is elevated challenges, while the second is exceptional experiences, such as chances to become acquainted with opponents and to travel. The final goal is the training that debate offers for future occupations. To meet all of the above goals, debate educators must recognize and encourage diversity in their programs, while coaches need to place the educational aspects of debate above the competitive aspects, thus protecting the integrity and goals established for debate. (HTH)

ED 272 957 CS 505 347

Kendall, Kathleen E.
Conducting the Community Audit: Design and Results.
PUB DATE- 3 May 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Audits; *Communication Research; *Community Attitudes; Elementary Secondary Education; *Organizational Communication; Public Opinion; Public Relations; *School Community Relationship

A communication audit was conducted to diagnose and evaluate communication in a New York school district and to make general suggestions for improving communication. Based on pilot interviews of district and school staff and the general public, and on material from a Gallup Poll of the public's attitudes toward public schools, a mail survey was constructed and completed by 274 selected residents of the school district. The results, more favorable than those of national surveys, indicated that most community members and teachers and staff rated the school district highly for its over-all quality of education. Respondents rated the ability to read, speak, and write English correctly and the development of good study and work habits most highly. Parents were more knowledgeable and more positive about the schools than were respondents without children. Five of the eight most used and trusted communication sources were associated with individual schools: notices sent home with children, school newsletters, teachers, school children, and parents of school children. Based on the audit results, it was recommended that (1) the district concentrate its energies more on a few communication sources including the district newsletter, (2) teachers play a more active part in interpersonal communication in the community, and (3) the school board provide district residents with opportunities to communicate with board members. (Highlights from each chapter of the audit's final report are included.) (HTH)

ED 272 971 EA 018 690

Creed, Philip J.
Implementing Structural Change in a State Department of Education.
PUB DATE- 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986) as Paper 3 in the symposium "Australian Perspectives on State-Wide Educational Reform: Restructuring the Victorian Education Department."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Role; Consultants; Educational Administration; *Educational Change; Foreign Countries; Government School Relationship; Management Development; *Organizational Effectiveness; *Politics of Education
IDENTIFIERS- *Australia (Victoria)

This report describes and analyzes the role played by key actors in initiating and implementing major reform in the management of the department of education in Victoria, the second largest state in Australia. Focus is during 1979-84, the time of the greatest administrative reform in the department's history. Study goals include the analysis of the following: (1) the role of government ministers of education in the tasks of administrative reform; (2) the role played by external consultants in supporting the ministers; and (3) the role of senior departmental officials in the change process. The paper's last section records reflections on the means used to implement changes. Political support was given by elected ministers of education from both parties. The wide-ranging consultative mechanisms employed by ministers of different parties are contrasted. External management consultants provided management expertise. Together with a task force of departmental officers, the consultants diagnosed organizational problems, designed a structure, and commenced implementation of an action plan. The outcomes of new plans and change processes are analyzed. Reflections are made on the decentralization of management, executive management roles, the devolution of authority to school councils, morale in a new organization, and the purpose of structural change. Seventy endnotes are appended. (CJH)

ED 272 985 EA 018 713

Long Range Planning: Guidelines and Instructions. Long Range Planning Series.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 85
NOTE- 60p.; For related documents, see EA 018 714-715.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Educational Planning; Elementary Secondary Education; *Long Range Planning; Reports; School Districts; *State Programs; State School District Relationship
IDENTIFIERS- *Pennsylvania; *State Regulation

Pennsylvania's school districts and area vocational-technical schools are required to submit long range plans to the Pennsylvania Department of Education every 5 years. These plans are intended to direct resources toward improvement of educational programs and services, school management, and student achievement. The planning process is to include needs assessment, development of action plans, implementation planning, and evaluation in five areas: educational programs and services (curriculum and instruction), school management, personnel development, community and staff involvement, and the use of nondistrict resources. This document lists the outcomes desired in each of these five areas, the general processes to be followed to achieve the outcomes, and the specific activities that school districts are required to follow in their long range planning efforts. The major focus of the text is on the specific items of documentation that districts must include in the plans submitted to the department of education. Districts are permitted to add to these required materials as they shape their plans to their own needs. Appendixes list definitions of terms, provide sample reporting formats and other forms, present guidelines for midpoint progress reports and final evaluations, describe the registration of plans, and list reporting requirements. (PGD)

ED 272 999 EA 018 733

Lee, Barbara A.
A New Generation of Tenure Problems: Legal Issues and Institutional Responses.
PUB DATE- 86
NOTE- 17p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Administration; *College Faculty; Contracts; Court Litigation; Departments; Due Process; Educational Quality; Employment Practices; Evaluation Problems; *Faculty College Relationship; Higher Education; Labor Market; Performance Factors; *Promotion (Occupational); Teacher Rights; *Tenure
IDENTIFIERS- American Association of University Professors

This chapter addresses developments concerning faculty tenure, examines institutional responses to new pressures and the litigation by faculty over those reponses, and explores faculty and administration rights and responsibilities. Academic administrators have realized that the reappointment, tenure, and promotion processes are an opportunity to assess faculty performance. The depressed faculty job market has resulted in a pool of talented applicants with whom a department can replace a nontenured faculty member whose performance proved unsatisfactory. Pressures for educational quality have caused institutions to demand more and higher quality publications, terminal degrees, and other measures of faculty performance. Application of higher standards has generally been upheld by courts. Plaintiffs have usually argued that either the new requirements deny contractual or due process rights or that they constitute employment discrimination. Courts have ruled that both academic departments and administrators can unilaterally raise publications standards and apply them to faculty hired under old rules. Post-tenure review is opposed by the American Association of University Professors, though no direct litigation has resulted. Its legality may be challenged as enrollments decline and demands for accountability increase. Tenured faculty have perceived regulation of their time to influence position autonomy. While procedural protections of tenure persist, the institutional right to determine and to enforce performance expectations from faculty is unrelated to tenure. (CJH)

ED 273 027 EA 018 761

More Effective Schools/Teaching Project: Second Overview.
Spencerport Central Schools, N.Y.
PUB DATE- Jul 84
NOTE- 7p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Definitions; Elementary Secondary Education; Minimum Competencies; *Program Design; *Program Development; *Program Implementation; *Review (Reexamination); *School Effectiveness
IDENTIFIERS- New York (Spencerport)

This document presents an overview of the design and implementation stages of the Spencerport (New York) More Effective Schools/Teaching Project. The first section lists nine reasons for the uniqueness of the Spencerport project, including district size, its racial and economic components, participant satisfaction, a set of clearly defined goals, and a master plan that sets forth 15 assumptions on which effective schools/teaching rest. The second section chronologically outlines the implementation stages of the project. These stages are: (1) awareness, (2) inservice, (3) project design, (4) turnkey and needs assessment, (5) implementation (within individual school buildings), (6) evaluation, and (7) future. The third section lists three unique products of the project that may be ordered by using an appended order form. These documents are: (1) "Master Plan," June 1983; (2) "Conducting an Effective Schools Project," May 1984; and (3) "Overview of the More Effective Schools/Teaching Project," December 1983. (IW)

ED 273 041 EA 018 778

Gottfredson, Gary D.
Using the Effective School Battery in School Improvement and Effective Schools Programs.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986) as part of a symposium on "School Improvement Program Planning and Evaluation" (April 18, 1986). Tables use small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Environment; Educational Improvement; Educational Planning; Elementary Secondary Education; Institutional Characteristics; *Measurement Techniques; *School Effectiveness
IDENTIFIERS- *Effective School Battery

The Effective School Battery (ESB) is a diagnostic tool used for assessing school climate and providing a sound basis for planning and evaluating school improvement programs. This paper provides a brief look at the development of the ESB and describes its basic features. The ESB serves for diagnosing problems, opening up communication, evaluating improvement programs, and providing some indicators of a school's organizational health. Many school characteristics cited in the effective schools literature are measured by the ESB, though some characteristics unsuited to measurement are not. The ESB permits development of a comprehensive rather than a unidimensional image of the school. Among the characteristics tested are school-site leadership, use of instructional time, establishment of goals and expectations, recognition of academic achievement, parental involvement, orderliness and security of the environment, performance monitoring methods, collegiality and collaboration, staff development, teacher-student relations, student participation, the sense of community, and district support. The standard of effectiveness is extended to include character development as well as academic achievement. Practical questions about the ESB are posed and answered. Appended are samples of graphs displaying ESB findings, tables of the ESB scales and their meanings, and a three-page list of references. (PGD)

ED 272 666 CE 043 041

Conti, Gary J.; Fellenz, Robert A.
Implementing Adult Learning Principles. From Theory to Practice.
PUB DATE- 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Learning; *Adult Students; Classroom Communication; Classroom Environment; *Classroom Techniques; English (Second Language); Postsecondary Education; Student Centered Curriculum; Student Characteristics; Student Needs; *Student Participation; *Teacher Student Relationship

Research, statewide evaluation, and student followup studies have indicated that students in adult basic education and English as a second language classes learn more when they are in classrooms in which the teachers practice the following participatory learning principles: establish a learning-centered classroom, personalize instruction, relate learning activities to each learner's experiences, assess students' needs, build a friendly and informal climate, participate in the learning process, and encourage flexibility for personal growth and development. (MN)

ED 272 694 CE 044 783

Apprentice Still Photographic Specialist (AFSC 23132).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 79
NOTE- 390p.; Supersedes ED 226 227.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Correspondence Study; Laboratory Procedures; Learning Activities; Military Personnel; Military Training; *Photographic Equipment; *Photographs; *Photography; Postsecondary Education; *Production Techniques; *Trade and Industrial Education
IDENTIFIERS- Air Force; Military Curriculum Materials

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for apprentice still photographic specialists. Covered in the individual volumes are general subjects (career ladder progression, security, photographic safety, and photographic laboratory administration); still photographic fundamentals (existing and supplemental light sources, photographic exposure, sensitized black-and-white materials, photographic optics, and photographic filters); photographic camera assignments (principles of photographic composition, general and studio assignments, and reproduction photography); and photographic laboratory applications (black-and-white chemistry, film processing and finishing, printing, and finishing; principles of color photography; and quality control). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises are also included. (MN)

ED 272 723 CE 044 829

Yeager, Robert J.
Volunteers.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; Awards; *Catholics; Catholic Schools; Donors; Educational Finance; Fund Raising; Incentives; *Institutional Advancement; Morale; Organizational Development; *Program Development; Recognition (Achievement); Status; Status Need; Student Volunteers; *Volunteers; *Volunteer Training

Aimed specifically at Catholic institutions, this booklet provides guidelines for recruiting and using volunteers in organizational development efforts. The booklet discusses 21 ideas of interest to those who use volunteers in their programs. Topics covered in these 21 short sections are the following: history of volunteerism in America, volunteers and development, importance of volunteers, volunteers--a complement to paid staff, sources of volunteers, inservice of volunteers, "use me or lose me," rights of volunteers, rights of staff, committee work, specific committee assignments, organizing meetings for increased volunteer involvement, common operational ground rules, remembering your people, chief executive officer and volunteers, assignment of tasks, listening, obtaining confidence, associates plan, communication with volunteers, a gift of time, recognition, and ways of recognition. Appended to the guide are a checklist for using volunteers, a volunteer appreciation program, and a brief bibliography. (KC)

ED 272 807 CG 019 290

Butynski, William; And Others
State Resources and Services for Alcohol and Drug Abuse Problems. Fiscal Year 1985.
National Association of State Alcohol and Drug Abuse Directors, Inc.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Jul 86
NOTE- 139p.
CONTRACT- DHHS-ADM-271-84-7314
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; *Drinking; *Drug Abuse; *Intervention; Needs Assessment; *Prevention; *State Action; *State Programs
IDENTIFIERS- *Alcohol Abuse

This report presents and analyzes the results of the State Alcohol and Drug Abuse Profile data for the states' 1985 fiscal year (FY). Included is information from the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. Highlights, an executive summary, an introduction, and a section on the study purpose and methodology are included. The section on funding examines financial expenditures by state and funding source and by type of program activity. The section on client admissions to alcohol and drug treatment services describes client admissions to alcohol treatments, admission to drug abuse treatments, and comparisons of client admissions data for FY 1984 and FY 1985. The next two sections concern the availability of treatment-related data by state and the top three policy issues from a state alcohol and drug agency perspective: (1) prevention and education services; (2) services for children and adolescents; and (3) public and private health insurance issues. A section on major unmet needs in FY 1985 examines the areas of youth and women, other special populations, detoxification services, and staff positions and salaries. The final section identifies significant changes in alcohol and/or drug prevention and treatment services in FY 1985 and in the areas of changes in financial resources, intoxicated driver legislation and services, prevention programs and services, changes in services for women, client and drug use trends, and

other significant developments. Appendices include a glossary of terms, and state narrative reports on major unmet needs and on significant changes in services during FY 1985. Twenty-three statistical exhibits are included. (NB)

ED 272 928 CS 210 042

Parker, Robert P.; Goodkin, Vera
The Consequences of Writing: Enhancing Learning in the Disciplines.
REPORT NO.- ISBN-0-86709-117-7
PUB DATE- 87
NOTE- 183p.
AVAILABLE FROM- Boynton/Cook Publishers Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($8.40).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Structures; *Content Area Writing; Creative Thinking; Creative Writing; *Critical Thinking; Discovery Learning; Expository Writing; *Heuristics; Higher Education; Integrated Activities; *Interdisciplinary Approach; *Language Processing; *Learning Processes; Metacognition; Middle Schools; Productive Thinking; Schemata (Cognition); Secondary Education
IDENTIFIERS- *Writing across the Curriculum

Intended for teachers of grades 7-16, this book discusses "heuristic" writing--writing that produces new, irreversible knowledge for the writer leading to a fuller understanding of the self and of the act of writing--as well as principles and practices having direct implications for a wide range of students. Chapter 1 examines the origins and potential of content area writing, particularly the role of everyday language in learning, contexts for learning, students' intentions for learning, how learners see themselves, encounters with models, a writer's sense of audience, conditions for good transactional writing, assessment and criticism, and becoming our own experts. Chapter 2 discusses language and thinking, specifically the origins of language and thinking, kinds of language and thought, intersection of thought and language, outcome of egocentric speech, social behavior of intellectual development, advantages of verbal thought, interaction of language and thinking, development of analytic competence, construction of imaginary worlds, evolutionary instrumentalism, and classroom implications of this perspective. Chapter 3 explores writing and the construction of knowledge, and gives examples of writing and learning. Chapter 4 discusses using writing in five courses--entomology, clinical nursing, psychology of human relations, psychology of women, and mathematics. The last chapter presents an alternative view of writing, teaching, and learning. (SRT)

ED 273 013 EA 018 747

Harris, Richard C., Ed.
Reflections on the Experience of Educational Linking Agents. Consortium Report Series.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 79
NOTE- 131p.; For other Consortium Report Series documents, see ED 181 021 and ED 192 792-795.
CONTRACT- 400-76-0090
AVAILABLE FROM- The NETWORK, Inc., 290 South Main Street, Andover, MA 01810 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Information Dissemination; *Linking Agents; Program Development; Program Implementation

The experiences and observations of five linking agents and three agency supervisors working for six agencies on a shared project are presented in this report. The linking agents served from three to six schools each as the schools participated in a 3-year project sponsored by the National Institute of Education to encourage local school collaboration in educational innovations using the results of research. This report consists of an introduction by the project director, Richard C. Harris, describing the Research and Development Utilization Program and The Network's role as one of seven project contractors; seven papers discussing the project and the linking agents' part in it; and an appendix presenting the essential activities of linking agents as agreed to by the different agencies providing agents for the project. The papers and their authors are as follows: "Site Selection: A Review of the Process Used in Washington," by Beverly Vifian; "Training: Testing Assumptions about Trainers and Trainees," by Lana Rahn; "Beyond Decision Making: Helping Schools during Implementation," by Leslie F. Hergert; "Disengagement," by Nancy Dannenberg and Margaret Robinson; "On-the-Job Learning, Training, and Support for Linking Agents in the Consortium Project," by Carol Johnson and Diane Lassman; "The Consortium in Action: Some Perspectives," by Harry W. Osgood; and "Esoterica Disseminationem: Looking for Patterns in the Linking Agent's Role," by Richard C. Harris. The first four papers deal with the role of the linking agent at different stages in the project process, and the remaining three consider the context in which the linking agent works. (PGD)

ED 272 895 CS 209 985

Sunflower, Cherlyn; Crawford, Leslie W.
How Frequently Are Elementary Students Writing?
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Writing; *Curriculum Development; Elementary Education; Student Needs; Teaching Methods; *Time on Task; *Writing Instruction; *Writing Research

A study examined elementary school writing instruction to determine (1) how frequently students are writing, (2) when in the curriculum writing occurs, and (3) in what forms the writing occurs. Data were collected in 75 elementary classrooms in 25 midwestern schools during a 15-day period. The data deviated little from what D. Graves reported in 1978. While one third of the elementary teachers were giving some--although an inadequate amount of--writing instruction (one or more times per week), two-thirds of the teachers were giving little (less than once a week) to no instruction in writing. Writing was typically associated with language arts (64% of the time), particulary spelling and reading activities. Only 9% of the observed writing was associated with subject areas such as science, social studies, health, mathematics, and art. Composing was limited to only a few forms--sentences, stories, and letters. (Author/HTH)

ED 272 682 CE 044 703

Formal and Non-Formal Education. Co-ordination and Complementarity. Report of a Regional Operational Seminar, Bangkok and Southern Thailand (October 22-31, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86

NOTE- 73p.

AVAILABLE FROM- UNIPUB, 10033/F M.L. King Jr. Highway, Lanham, MD 20706-4391.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cooperative Planning; *Developing Nations; *Educational Cooperation; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Nonformal Education; Postsecondary Education; Program Development

IDENTIFIERS- *Asia (Southeast); Far East; *Thailand

A seminar was conducted to review formal and nonformal education in the context of lifelong education in Southeast Asia and the Far East, to visit field projects in Thailand and discuss the experiences gained, and to suggest ways and means to solve identified problems and coordinate planning. This report summarizes the information that was presented and the actions that were taken by the nine seminar participants. The report is organized in four chapters. Chapter 1 presents an overview of experiences of coordinated planning and complementarity between formal and nonformal education in many countries of the Asia and Pacific region, specifically in China, India, Indonesia, the Philippines, Vietnam, Sri Lanka, and Thailand. Chapter 2 contains highlights of the field visit to southern Thailand. In chapter 3, a proposed model on complementarity between formal and non-formal education is presented, and seminar participants present the problems, issues, and strategies inherent in coordinated planning for education. The final chapter contains recommendations for the improvement of educational efforts in the countries of Southeast Asia and the Far East. An appendix contains a report of the field visit that was made to projects and programs in Thailand in October 1985. (KC)

ED 272 709 CE 044 808

Apprentice Food Service Specialist (AFSC 62230).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 21 Jul 86
NOTE- 198p.; Supersedes ED 221 680.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Apprenticeships; Bakery Industry; Behavioral Objectives; *Cooking Instruction; Correspondence Study; *Food Handling Facilities; *Food Service; Foods Instruction; Learning Activities; Military Personnel; Military Training; *Occupational Home Economics; Postsecondary Education; *Sanitation; Supervisory Methods
IDENTIFIERS- Air Force; Military Curriculum Materials

This two-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for apprentice food service specialists. Covered in the first volume are fundamentals of food preparation and service (careers in food service, food service sanitation, principles of food preparation and service, and baking fundamentals and production of pastry). The second volume deals with the fundamentals of food service equipment and management and special feeding situations. Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises are also included. (MN)

ED 272 851 CS 008 521

Smith, Elizabeth A.
Essential Prerequisites for Beginning Reading Instruction: An Historical Review.
PUB DATE- May 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Auditory Perception; *Beginning Reading; *Cognitive Development; *Developmental Stages; Educational History; *Language Acquisition; *Language Processing; Phoneme Grapheme Correspondence; *Piagetian Theory; Reading Instruction; *Reading Readiness; Reading Research; Reading Skills; Visual Perception
IDENTIFIERS- Piaget (Jean)

In the 1920s and 1930s, interpretations of reading readiness held that learning to read occurred at a specific point in cognitive development. Postponement of reading instruction until a child reached this stage of maturity was widely accepted at that time, and throughout the 1940s and 1950s. The 1960s marked a transition period in terms of approaches to reading readiness instruction and although several studies contributed to the "teach more/teach sooner" climate, the maturation concept of reading readiness continued into the 1970s. Visual and auditory processes play a primary role in the acquisition of reading skills. One observable characteristic of the maturation of a child's visual perception processes is letter recognition, but letter name training by itself is not likely to affect reading skills. Research has shown that a child's ability to segment words by phonemes in kindergarten correlates with reading success, and that integration of auditory and visual processes promotes reading development. Piaget's cognitive stage theories have been studied in conjunction with reading readiness and, though current research has failed to show a direct connection between Piagetian theory and reading acquisition, the groundwork for further study has been laid. Psycholinguistic theory provides a global or "whole child" model of language development in both its oral and its written modes. A maturation of the readiness concept can be seen through the increased scope and diversity of approaches to its study. (SRT)

ED 272 866 CS 209 836

Ogles, Robert M.; And Others

Correlates of Television Viewing: Perceptions of Crime.

PUB DATE- 6 Aug 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Beliefs; *Crime; Demography; Higher Education; *Mass Media Effects; Programing (Broadcast); Student Attitudes; Student Reaction; *Television Research; *Television Viewing; Victims of Crime; *Violence

A questionnaire designed to measure respondents' weekly television viewing habits and their estimates of crime victimization was administered to 142 undergraduate students. Two measures of exposure to 94 prime-time television programs were compared on a program-by-program basis: (1) violent acts per hour in programs viewed weekly, and (2) amount of time spent viewing regularly. Likewise, two measures of crime estimates were compared: respondents' beliefs about the chances of crime victimization in the general population, and their beliefs about personal victimization. The results showed significant correlations between demographic estimates of crime victimization and both viewing measures when data were combined. Respondents who watched programs with moderate violence (compared to low or excessive violence) tended to report the highest estimations of personal crime victimization. One item dealing with estimates of rape appeared to be related to both general and personal dimensions of crime victimization. (A three-page list of references and tables of statistical and demographic data are included.) (HOD)

ED 272 881 CS 209 961

Literature Guide 9-12.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 83
NOTE- 92p.; For the Language Arts Guide 9-12, see ED 257 124.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Critical Reading; Curriculum Development; *English Curriculum; *High Interest Low Vocabulary Books; High Schools; Instruction; Literary Devices; Literary Genres; *Literature Appreciation; Reading Comprehension

The developmental approach to high school literature study in this guide involves an instructional model emphasizing fluency (a period of responsiveness and support by the teacher), control (that part of instruction traditionally recognized as a high school literature), and precision (that phase of instruction in which rigor and intensity in literary interpretation become the students' primary concern). The guide contains descriptions of the philosophy governing development of the literature curriculum, the concepts and skills students are expected to learn, steps for developing a secondary school curriculum, and the model for teaching literature. The major portion of this guide presents (1) lesson plans for teaching nonfiction literature; (2) unit lesson plans for teaching traditional school literature, adolescent literature, and high interest easy reading literature; and (3) a model, containing three stages, for teaching writing in the literature class. (HOD)

ED 272 650 CE 043 025

Mocker, Donald W.

Promoting Critical Thinking: Six Suggestions for ABE Teachers.
TECHNIQUES.
PUB DATE- Oct 83
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Critical Thinking; *Skill Development; Teacher Role; *Teaching Methods

Six suggestions are offered to help adult basic education teachers to develop adults' critical thinking skills. The suggestions recommend that teachers (1) seek reasons for an answer, (2) look for alternative answers, (3) take a passive role in discussion, (4) do not give an opinion unless asked, (5) ask students to back up their opinions, and (6) ask the student for examples. (YLB)

ED 272 667 CE 043 043

Boyd, Joshua
Language Learning and Dialogue Construction in ESL. From Theory to Practice.
PUB DATE- 84

NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Communicative Competence (Languages); *Conversational Language Courses; *Dialogs (Language); *English (Second Language); Second Language Instruction; *Second Language Learning

Memorization and recitation of dialogues are an important part of English as a second language (ESL) courses. However, if the goal of using dialogues is to promote free conversation, the practice of reciting dialogues must entail more than the rote memorization of another's thoughts. Therefore, the talk-and-listen method is a good technique for practicing dialogue without causing undue boredom in the adult basic education ESL classroom. The key features of the talk-and-listen method are as follows: dialogue is not memorized; learners become familiar with the vocabulary; the teacher introduces the context and models pronunciation of sentences; learners practice in pairs; the speaker in each group looks at a line of dialogue, looks up at the listener, and speaks; and the listener must keep his or her eyes on the speaker while he or she is speaking. (MN)

ED 272 695　　　　　　　　　　CE 044 784

Meatcutter (AFSC 61250).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- Jun 82
NOTE- 139p.; Illustrations may not reproduce well. Supersedes ED 194 779.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Cooking Instruction; Correspondence Study; Equipment Utilization; Evaluation Criteria; Evaluation Methods; Food and Drug Inspectors; *Food Processing Occupations; *Food Standards; *Food Stores; Learning Activities; *Meat; *Meat Packing Industry; Military Personnel; Military Training; *Occupational Home Economics; Postsecondary Education; Retailing
IDENTIFIERS- Air Force; *Meat Cutters; Military Curriculum Materials

This student text is designed for use by Air Force personnel enrolled in a self-study extension course for meat cutters. Covered in the individual chapters are careers in meat processing, operation and maintenance of meat cutting equipment, receipt and storage, procedures for processing and preparing meats, techniques for wrapping and pricing retail meat cuts, guidelines for grading and cooking meats, and meat department management. Each chapter contains a series of lessons and exercises at the end of each lesson. Answers to the exercises and a volume review exercise are provided. (MN)

ED 272 724 CE 044 830

Job Training Partnership Act and Farmers. Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 15 Nov 85
NOTE- 137p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dislocated Workers; *Employment Programs; *Farmers; *Federal Programs; Hearings; *Job Training; *Program Effectiveness; Program Improvement
IDENTIFIERS- Congress 99th; *Job Training Partnership Act 1982

The way in which the Job Training Partnership Act (JTPA) is or is not serving the agricultural community is the focus of these proceedings. This record contains presentations and/or written testimony given by senators and representatives, by the directors of JTPA service delivery areas, by a representative from the Job Service in Iowa, by several Federal administrators of the JTPA, and by several farmers and former farmers from Iowa. The speakers and papers make the point that JTPA assistance has been almost nonexistent in agriculture, although it is an area that badly needs help, with many farmers losing their farms and many more in danger of doing so. Suggestions for ways in which JTPA agencies could serve the farming community and how the law should be interpreted to facilitate such help are included in the testimony. (KC)

ED 272 738 CE 044 859

Cochrane, Nancy J.; And Others
J. R. Kidd: An International Legacy of Learning. Monographs on Comparative and Area Studies in Adult Education.
British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-0-88843-134-1
PUB DATE- 86
NOTE- 330p.
AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, V6T 2A4, Canada ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Learning; Biographies; *Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Foreign Countries; Surveys
IDENTIFIERS- Canada; India; *Kidd (J R)

This monograph deals with the many contributions of J. R. Kidd to adult learning on a world scale. In Part 1, a number of scholars, family members, and friends comment upon specific events they witnessed in Kidd's life. This anecdotal, biographical, and historical section begins with an introduction by Nancy J. Cochrane and personal accounts from Kidd's two sisters, Mary McIvor and Muriel Teager ("The Early Years"). The following chapters contain many different perceptions of Kidd's career from colleagues, students, and friends. Chapters and authors are "The Gibson's Experience" (Lester R. Peterson); "J. R. Kidd's Contribution to Film and Broadcasting in Adult Education" (Harry Campbell); "A Decade of Leadership in the Canadian Association for Adult Education (Gordon Selman); "Roby Kidd and the Move to Professional Status of Adult Education" (Gordon Selman); "Roby Kidd and the Caribbean" (Leonard Shorey and Esmond Ramesar); "International Outreach" (S. C. Dutta); "Cultural and Humanitarian Activities Leading to an International Role and Focus" (W. A. Teager); "OISE: A Provincial College with a Window on the World" (Reg Herman); "The Rajasthan Experience: Living and Learning in India" (James A. Draper); "The Growing Edge: Adult Education's Social Role" (Evelyn M. Boyd and Somsak Boonyawiroj); "Roby Kidd and UNESCO" (Malcolm Adiseshiah and John Cairns); and "The International Council for Adult Education: A Hallmark of Achievement in Communication" (Nancy J. Cochrane). Part 2, "A Cross-Cultural Comparison of J. R. Kidd's Contribution to Adult Education" (Nancy J. Cochrane), is an assessment of Kidd's impact upon the field of adult education and takes a more structured approach. Results of survey comparing

Kidd's contribution to adult education in India and Canada are reported. This part represents a set of responses from colleagues, students, and close associates who assessed Kidd's work in adult education according to the issues of organization development, scope of contribution, adult learning theory, adult education practice, major aims and goals, cross-cultural approach, personal qualities/character, personal influence/impact, and overall contribution. The appendix describes the study methodology and questionnaire findings. The document concludes with a selected bibliography of Kidd's published writings from 1942-1983 and an index to monograph titles in the bibliography. (YLB)

ED 272 752 CE 044 876

Heating Systems Specialist.

Air Force Training Command, Sheppard AFB, Tex.
PUB DATE- 83
NOTE- 943p.; Document contains small print. Some figures may not

reproduce clearly.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Flow; *Apprenticeships; Building Operation; *Building Trades; Climate Control; Competency Based Education; *Electricity; Energy Management; Equipment Utilization; Fuels; *Heating; Lesson Plans; Military Personnel; Military Training; *Plumbing; Postsecondary Education; Thermal Environment; *Trade and Industrial Education; Workbooks
IDENTIFIERS- Air Force; Military Curriculum Materials

This instructional package is intended for use in training Air Force personnel enrolled in a program for apprentice heating systems specialists. Training includes instruction in fundamentals and pipefitting; basic electricity; controls, troubleshooting, and oil burners; solid and gas fuel burners and warm air distribution systems; hot water heating systems; central plant and high-temperature heating systems; boiler maintenance and steam distribution systems; and boiler water treatment and corrosion control. The package contains a set of lesson plans, eight study guides, and eight workbooks. Included in each lesson plan are a course content outline, lists of pertinent student instructional materials, approximate times to complete each phase of the course, suggested teaching methods, and instructional guidance. The study guides consist of series of instructional units, each of which contains an objective, an introduction, instructional text, and questions. Numerous figures and diagrams illustrate the text. The accompanying workbooks include objectives, list of needed equipment, instructions for performing various tasks, and written exercises. (MN)

Slife, Brent D.; Barnard, Suzanne
The Adequacy of Cognitive Psychology's Explanation of Consciousness from an Existential View.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Psychology; *Epistemology; *Existentialism; Phenomenology; Theories
IDENTIFIERS- *Cognitive Psychology; *Consciousness

Cognitive psychology has been considered to be at the vortex of a revolution in psychology. Schools of humanism and existentialism were originally needed as reactions to the narrowness of behaviorism. The "reactions" in psychology continue to be relevant and needed, particularly existential psychology. The qualities of consiousness in existential and cognitive psychology illustrate the differing views of human reasoning. Three qualities are fundamental to existentialism and phenomenology: (1) the ability to be aware of or reflect upon one's self or existence; (2) the ability to voluntarily direct one's thought and actions; and (3) the goal-directed or telic nature of consciousness. Consciousness appears to have two general meanings for the cognitive scientist: consciousness of one's environment and consciousness of one's self (metacognition). Cognitive psychology relies on demonstrative or logical reasoning. Existential psychology emphasizes dialectical reasoning. If consciousness is a foundational conception for both cognitive and existential psychology as exponents claim, then wide differences exist in general theorizing. Cognitive scientists have succeeded in drawing psychology's attention to the mind, but their explanations seem to merely extend the deterministic, mechanistic, and demonstrative assumptions of behaviorism. The key to unlocking a consciousness that is truly aware, responsible, and intentional is to add dialectical reasoning to one's explanation of human mentation. (ABL)

ED 272 794 CG 019 277

Schneider, Lawrence J.; Spinler, Dwayne G.
Help-Giver Preference Patterns in American and International Asian Students.
PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; College Faculty; *College Students; Educational Counseling; Emotional Adjustment; *Emotional Problems; *Family Role; *Foreign Students; Friendship; Higher Education; Student Adjustment
IDENTIFIERS- *Asians; *Help Seeking; Preference Patterns

The continuing growth in the number of foreign students attending colleges in the United States calls for increased understanding of international students' adjustment conflicts and help-seeking behavior. A study was conducted to investigate contrasted preferences for 14 help-giver resources of 95 Asian students with preferences of 49 American students for both emotional and vocational problems, using nonparametric Kruskal-Wallis and Friedman techniques. Asian subjects were from Hong Kong, the Republic of China, and Thailand. All subjects completed a demographic data sheet and ranked, in order of preference, a list of 14 potential help-sources they would consult for assistance if faced with a personal-emotional or educational-vocational problems. Friends, parents, and relatives were consistently preferred help sources for personal-emotional problems irrespective of the students' sex or country of origin. Although no differences reached significance, some hints in preference patterns seemed to emerge. (Author/NB)

Dying with Dignity: Difficult Times, Difficult Choices. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-549
PUB DATE- 1 Oct 85
NOTE- 118p.; For a related document, see ED 264 500. Some papers may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Death; Decision Making; *Federal Legislation; Hearings; *Individual Power; *Patients; *State Legislation
IDENTIFIERS- Congress 99th; *Right to Die; *Terminal Illness

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the dilemma faced by the terminally ill. Opening statements are included from Congressmen Roybal, Henry, Hughes, Gordon, Wortley, Hammerschmidt, and Snowe. Jacob Javits, former United States Senator, testifies, as a terminally ill person himself, on the need for federal and state legislation supporting an individual's right to die, and on the usefulness of living wills and durable powers-of-attorney. Javits also suggests possibilities for dealing with the inequities of the cost which brings about inequities in medical treatment. Edward D. Viner, head of the hematology/oncology section of Pennsylvania Hospital, describes both his work in the development of hospice care and his experience as a critically ill patient. Viner calls for innovation and experimentation with hospice care and other comprehensive services for the ill and dying, and for the development of stable patterns of funding, staffing, and regulation. The final two witnesses, Mae Chertkoff and Dean Bowman, are participants in the Close Up Foundation Government Studies Program for Older Americans who tell of their personal experiences. Questions and answers are included and six appendices contain relevant statements and materials submitted for the record. (NB)

ED 272 836 CG 019 320

Privette, Gayle
Implications of Peak Interpersonal Performance for Counseling.
PUB DATE- 83
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Objectives; *Counseling Techniques; *Interpersonal Relationship; *Performance
IDENTIFIERS- *Peak Performance

Peak performance is defined as behavior that surpasses what could be predicted for a person in a particular situation occurring in any type of activity. This study links peak performance as a prototype of human excellence with counseling as a prototypical relationship. It falls within the humanistic tradition, emphasizing the positive instead of the pathological and stressing experience or inner processes instead of behavior. In this study, experiential correlates of peak relationships were examined to identify processes that may be pertinent to counseling. Important inner processes associated with optimal interpersonal functioning were identified from narrative reports and factor analysis of data sets from 14 adult respondents and a factor structure of peak performance reported by 120 adults. The results suggest that peak performance is an independent experiential phenomenon, different from average behavior. Four key inner processes associated with optimal performance in relationships parallel effective counseling practices and include: (1) clear focus on the client's meaning and value; (2) a strong sense of self; (3) spontaneity of process; and (4) the synergistic combination of power and joy. (References and data tables are included). (Author/ABL)

Page, Helen Ward
Teaching Critical Thinking in the English Literature Survey Courses.
PUB DATE- 18 Oct 85
NOTE- 34p.; Paper originally presented at the City Colleges of Chicago National Conference on the Future of Literature in the Community College (1st, Chicago, IL, October 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Community Colleges; Critical Thinking; Educational Objectives; *English Curriculum; English Instruction; *English Literature; *Introductory Courses; *Literature Appreciation; Student Development; Student Motivation; Two Year Colleges; Two Year College Students
IDENTIFIERS- Blooms Taxonomy; *Thinking Skills

English literature survey courses can and should be taught as part of junior and community college curriculums. However, since students in any one course may have different levels of learning and ability, it is important to structure courses so that students do not face tasks that they are unable to successfully complete. Teachers should be aware that theory can be adapted for practical classroom application in six specific areas: (1) intrinsic worth of the subject matter, (2) content choices within the course, (3) provision of background and context for lectures, (4) class discussion and questioning, (5) writing assignments, and (6) testing. When teachers understand students' learning levels and styles, they are less likely to be frustrated with their students. (DF)

ED 272 914 CS 210 014

St. John, Mark
Investigative Journalism Techniques. Evaluation Guide Number 6.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 19p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Evaluators; Investigations; *Journalism; *Program Evaluation
IDENTIFIERS- *Investigative Journalism; Keller Plan

Noting that program evaluators can profit by adopting the investigative journalist's goal of discovering hidden information, this guide explores the journalist's investigative process--without its element of suspicion--and discusses how components of this process can be applied to program evaluation. After listing the major characteristics of the investigative approach, the guide describes the use of an investigative posture in evaluation, lists criteria for determining when to use investigative journalism methods, outlines steps for carrying out an investigative program evaluation, and provides an example of investigative journalism techniques applicable for evaluation, using the Keller Plan teaching method (observation, interviews, analysis of records, and an interview to determine responses to previous data). Finally, the guide describes ethical and legal concerns of investigative journalism applicable to program evaluators and concludes with a glossary of terms commonly used in the investigative journalism field. (HTH)

ED 272 943 CS 505 330

Oliver, Peggy

How Well Are We Meeting the Goals of High School Debate?

PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 328-329.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Critical Thinking; *Debate; *Educational Objectives; High Schools; *Persuasive Discourse; *Speech Communication
IDENTIFIERS- Debate Coaches

Debate educators must evaluate the efficacy of debate in terms of its goals of developing reasoning skills and critical thought. Disputes regarding method, purpose, and style identify problems within debate that obstruct or confound its capacity to reach these goals. Research plays a critical role in the development of reasoning skills and the process of critical thought, both of which are threatened by the use of debate handbooks and by the specific structure of arguments frequently presented in competition. Debaters sometimes discard the logical systems that have served effectively in the past, leaving the activity devoid of methodical inquiry and logical reasoning. The proliferation of innovative case structures and often the resolution itself have contributed to the deterioration of methodical inquiry. Communication skills are a secondary but still important goal of debate. However, some delivery styles actually threaten the development of reasoning and critical thought. While students should never sacrifice articulation or image merely for the sake of speed, style should never be allowed to become a substitute for the persuasive appeal of clear and accurate reasoning. Debate does a better job of preparing students for real experiences and of teaching students to think for themselves than does any other subject in the public schools of the United States. However, debate educators can foster the development of these skills better than they are doing currently. (HTH)

ED 272 958 CS 505 351

Arnett, Ronald C.
Interpersonal Communication Ethics: Psychologizing and "Habits of the Heart."
PUB DATE- May 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; Ethical Instruction; *Ethics; Group Unity; *Individualism; *Interpersonal Communication; Language Attitudes; Self Expression; Speech Communication
IDENTIFIERS- Friedman (Maurice); Habits of the Heart; Rogers (Carl)

Noting that the individualized language of society tends to limit attempts at building community-based interpersonal communication, this paper addresses the dilemma by investigating the therapeutic language of Carl Rogers in light of insights from work by Maurice Friedman and also from "Habits of the Heart: Individualism, and Commitment in American Life" (Bellah, et al., 1985). The paper reveals that Friedman saw psychologism as a problem in Rogers' therapeutic language and as the beginning of society's individualized language. Using interview data gathered by the authors of "Habits of the Heart," the paper also examines how therapeutic language, in general, is aimed at helping the self, not the community, and that the language of individualism is so common and powerful in everyday speech that those who wish to express community concern find they lack the vocabulary to do so. Implications and questions are raised for research on interpersonal ethics, such as the lack of choice in the established, individualized, interpersonal language of society, how a community language of interpersonal communication might be described, and how this language would contrast with and complement current interpersonal communication. (SRT)

ED 272 972 EA 018 695

Proficiencies for Principals. Elementary & Middle Schools,
Kindergarten through Eighth Grade.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE- 86
NOTE- 54p.
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Administrator Responsibility; Administrator Role; Educational Administration; Elementary Education; *Management Development; Middle Schools; *Principals; *Professional Development; Staff Utilization

This report is designed for use by those specializing in the preparation of elementary and middle school principals and by those whose focus is on the inservice aspects of professional development. The paper identifies the proficiencies for K-8 principals and groups them into four major categories. The report elaborates on these categories, together with abilities and skills that K-8 principals develop with professional preparation and continuing activities. "Experience and Education" is the first of the four major categories of proficiencies; this section looks at the knowledge, expertise, and attitudes characteristic of the effective principal in four basic areas: child growth and development, training and learning processes, general knowledge, and school climate. Section 2, "Leadership Proficiencies," includes the categories of leadership behavior, communication skills, and group processes. "Supervisory Proficiencies," section 3, describes the principal's duties in relation to curriculum, instruction performance, and evaluation. The brief conclusion describes the principal's position as a continual learner. Appendixes provide two instruments to guide principals in assessing their own personal proficiencies and in establishing a plan for professional growth. Acknowledgments are included. (CJH)

ED 272 986 EA 018 714

Planning for Community/Staff Involvement: Resource Guide. Long Range Planning Series.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 85
NOTE- 22p.; For related documents, see EA 018 713-715.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Citizens Councils; *Community Involvement; *Educational Planning; Elementary Secondary Education; *Long Range Planning; *Participation; School Districts; *School Personnel
IDENTIFIERS- *Pennsylvania; State Regulation

Pennsylvania's school districts and area vocational-technical schools are required to submit long range plans to the Pennsylvania Department of Education every 5 years. One of the required components of the planning process is the involvement of the community and staff in planning. This planning guide describes the standards that districts must meet, the activities to be performed to meet the standards, and the documentation that must be provided to exhibit compliance. The guide then discusses differences among districts and how those differences will affect the individual district's plans. Commonly asked questions about community and staff involvement in long range planning are posed next, and clarifications of the state regulations' purposes and requirements are provided in response. The guide then focuses on the role citizens' advisory committees can play in long range planning. The guide also lists questions that districts can use to help define their planning needs. Examples of worksheets for community and staff involvement are presented, and a planning checklist is provided. (PGD)

ED 273 000 EA 018 734

Hawkins, Harold L.
Preventive Law for School Administrators.
PUB DATE- 86
NOTE- 8p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; Cooperative Planning; Court Litigation; Elementary Secondary Education; Government School Relationship; *Law Related Education; *Legal Responsibility; Models; Organizational Communication; Policy Formation; *School Administration; *School Law
IDENTIFIERS- *Preventive Law

This chapter focuses on the need for a revised relationship between schools and the courts through the concept of preventive law. The chapter reviews court cases and presents an overview of conflict resolution models and strategies for reducing litigation. Preventive law assumes that greater use of its strategies affords a lesser need for conflict resolution through litigation. An abundant area for school litigation has been racial discrimination, as well as protection against other individual constitutional deprivations. Lawsuits are on the increase in personal injury torts and defamation cases. Legal liability among school boards may result from such areas as district-owned vehicles, corporal punishment, teacher performance evaluations, inappropriate due process, and unsafe school buildings. Preventive law is most effectively practiced in the context of policy review. A preventive model establishes the process through which district policies and decisions are screened. This proactive approach uses corrective actions before problems arise. Implementation involves commitment, communication, and compromise. Strategies include regular communication among teachers, administrators, and parents; improved understanding of education law; consistent implementation; periodic internal review; and external preventive law audits. The proactive approach produces a legal relationship leading to effective school administration. Three models of conflict resolution are diagrammed. (CJH)

ED 273 028 EA 018 762

More Effective Schools/Teaching Project. First Annual Report.
Spencerport Central Schools, N.Y.

PUB DATE- Oct 84
NOTE- 160p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Annual Reports; Cooperative Planning; Definitions; *Educational Assessment; Educational Change; Educational Status Comparison; Elementary Secondary Education; Factor Analysis; *Needs Assessment; *Program Development; Program Effectiveness; *Program Implementation; Review (Reexamination); *School Effectiveness
IDENTIFIERS- Connecticut School Interview; Disaggregated Analysis; New York (Spencerport)

This document is an annual status report summarizing findings of the first full year of operation of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 describes four documents (reprinted in Appendices A through D) that were developed during the project; reviews the assumptions, concepts, and research findings upon which an effective schools project is built; and reports that (1) effective schools research is applicable at all levels of a suburban school system, (2) vital dialogues have developed among building staffs engaged in this project, and (3) effective schools projects should follow a definite process, set forth in Appendix C. Sections 2 and 3 include numerous tables to illustrate changes in student achievement in five schools and to identify correlates of an effective school, as determined by teacher and administrator responses to the Connecticut School Interview (summarized in 27 pages of tables in Appendix E). Section 2, "Student Achievement," contains summary tables and comments and a disaggregated analysis of student achievement and concomitant goal data. Section 3, "Correlates of an Effective School," contains summary tables and comments, as well as activities pertinent to each correlate, and needs assessment data. (IW)

ED 273 042 EA 018 779

Demmon-Berger, Debbie
Is Preschool Education on Your Agenda?

National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Board of Education Policy; Board of Education Role; Community Support; *Preschool Education; *Program Development; Program Effectiveness; State Legislation
IDENTIFIERS- Perry Preschool Project

Interest in preschool programs appears to be increasing, but the experts continue to disagree over the value of such programs. This review of recent developments accomplishes the following: (1) looks at the popular acceptance of a school-sponsored, universal, voluntary, free, prekindergarten program in South Tama County, Iowa; (2) notes research findings about the impact of Head Start programs and the Perry Preschool Project in Ypsilanti, Michigan; (3) cites recent state legislation supporting early education; and (4) discusses social changes affecting the acceptance of preschool programs. School boards considering adoption of preschool programs are urged to be clear about the characteristics of their programs and the terminology used to describe them, to recognize legitimate goals of preschool programs, to assess local needs and resources carefully, and to obtain community advice on preschool program policy. (PGD)

Scanlan, Craig L.
Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 75p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN308, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; *Adult Education; Demography; *Educational Attitudes; Individual Characteristics; Learning Motivation; *Participant Characteristics; *Participation; Psychological Characteristics

This monograph examines factors associated with adults' nonparticipation in organized learning. A deterrent to participation is defined as a reason contributing to an adult's decision not to engage in learning activities. First, existing models and theories that attempt to explain participation behavior are described. These include three recent approaches that attempted to combine dispositional, situational, and environmental factors into composite models of participation: Rubenson's Recruitment Paradigm, Cross' Chain-of-Response Model, and Darkenwald and Merriam's Psychosocial Interaction Model. The literature review explores the effect on participation of demographic and nondemographic variables. Because the research shows that these variables of and by themselves are not deterrents to participation, the monograph explores the evolution and refinement of the factors affecting educational participation and concludes that (1) "deterrents" is a multidimensional concept encompassing clusters of variables; (2) these variables are influenced by the prospective learners' perceptions of their magnitude; and (3) the impact of these variables on behavior varies according to individual characteristics and life circumstances. The last section addresses strategies to overcome these deterrents, including specific examples of successful approaches to stimulating participation, particularly among reentry women, the elderly, the educationally disadvantaged, and rural adults. A nine-page list of references concludes the document. (SK)

ED 272 808 CG 019 291

Worell, Judith
Single Mothers: Issues of Stigma.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Cultural Images; *Family Problems; *Intervention; Labeling (of Persons); *Mothers; *One Parent Family; Psychological Needs; *Stereotypes

This paper examines psychological and social issues for single mothers in the context of therapeutic strategies for effective intervention. Never married, previously married, and Lesbian mothers are considered in terms of sociocultural myths and sources of stigma; research findings related to these myths; and interventions targeting the single-mother family, the community, and governmental policies that influence legislation affecting these families. Sources of societal stigma are discussed which are related to morality, sex-role violation, and victimization. Dispelling myths related to these areas requires careful consideration of the major sources of stress impinging on these families: economic stress, social isolation, and role-strain. It is suggested that mental health interventions treat these families in the context of the massive effects of poverty, societal oppression, and victimization. Therapeutic strategies that include only the psychological processes of the single mother will fail to address the larger context of her social situation and will further contribute to her victimization and despair. Interventions must be preventive, remediative, educative, and aimed at involving community resources. Therapists are encouraged to become knowledgeable about single mothers and the economic and legal issues facing them, and to take an active role as mediators and advocates. Research requirements discussed include increased attention to models of prevention and intervention into the factors that facilitate the strength and well-being of single-mother families. Forty references are included. (Author/ABL)

ED 272 882 CS 209 962

Sternberg, Robert J.
Critical Thinking: Its Nature, Measurement, and Improvement.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Tests; *Critical Thinking; Higher Education; *Intelligence Tests; *Logical Thinking; *Problem Solving; Psychological Testing; Secondary Education; Testing; Training Methods; Training Objectives

Critical thinking comprises the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts. The study of critical thinking combines the educational, philosophical, and psychological traditions of thought. R. Ennis offers a philosophical taxonomy suggesting that critical thinking results from the interaction of a set of dispositions toward critical thinking with a set of abilities for critical thinking, while R. Sternberg's psychological taxonomy defines the skills involved in critical thinking to be of three kinds: metacomponents, performance components, and knowledge-acquisition components. Bloom's taxonomy of education puts knowledge at the lowest level, followed by comprehension, application, analysis, and synthesis, with evaluation at the highest level. Tests for measuring critical thinking also come from the philosophical and psychological areas. The Watson-Glaser Critical Thinking Appraisal, the Cornell Critical Thinking Test, and the New Jersey Test of Reasoning Skills are derived from the philosophical tradition. The Triarchic Test of Intellectual Skills is psychologically derived, but does not try to separate critical thinking from intelligence. Programs for training critical thinking include Copi's 1978 course in logic, Bransford and Stein's 1984 course called "The Ideal Problem Solver," Sternberg's 1986 "Understanding and Increasing Intelligence," and Whimbey and Lochhead's 1982 "Problem Solving and Comprehension." Educators current concern with critical thinking offers students a new chance for developing critical thinking skills, but training must be brought into all aspects of the classroom to be successful. (Tables outlining E.J. Gubbins's Matrix of Thinking Skills, and Sternberg's program for training intellectual skills are appended.) (SRT)

ED 273 014 EA 018 748

McMaster, Donald; Sinkin, Judy G.
Money and Education: A Guide to Illinois School Finance.
American Federation of Teachers, Washington, D.C.; Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 79
NOTE- 98p.
GRANT- NIE-G-76-0062
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Fiscal Capacity; Foundation Programs; *School Taxes; *State Aid; *Tax Allocation; Tax Effort
IDENTIFIERS- *Illinois

Illinois' education finance plan is described in the first of this report's two chapters, and the second chapter considers the finance plan's equity. Chapter 1 covers the state's Resource Equalizer Aid Program and the tax revenue it guarantees districts; the calculation of maximum tax guarantees and local shares; the apportionment of state aid; the proration of and ceilings on state aid; general purpose revenues; and categorical program aid. Exercises are provided to test the reader's grasp of the concepts and formulas presented. Chapter 2 discusses equity in the distribution of resources, equity in the raising of resources, disparities in district wealth, and variations among districts in local tax effort and level of expenditure. Tables provide data relevant to the aspects of school finance under consideration. Appendixes describe the calculation of attendance for tax allocation purposes; the Illinois Minimum Foundation Program used prior to enactment of the Resource Equalizer Aid Program in 1973; the equalizer aid program's provisions for growing districts; and an explanation of the sampling procedure used to generate representative data used in the text. A bibliography, a glossary, and answers to the exercises are also provided. (PGD)

ED 272 651 CE 043 026

Keller, M. Jean; Mills, Helen H.
How Do You Feel after a Program Failure? TECHNIQUES.
PUB DATE- Nov 83
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Adult Education; *Adult Educators; *Adult Programs; Continuing Education; *Failure; *Teacher Attitudes

Program failure has been demonstrated to have both detrimental and enhancing effects upon individuals. Two detrimental reactions to program failures are those of self-doubt and embarrassment. The focus of adult and continuing educators should not be on condemning each other for failure, but on exploring program failure, how it personally affects one, and how one can learn from it. Adult educators must process and discuss their true feelings about program failure. Self-awareness appears to be essential in coping with unsuccessful program endeavors. To turn a failure into a success, educators must seek individuals who are able and willing to help them process feelings about failure. Educators need to evaluate periodically their practice of adult education principles and examine goals. A failure can lead them to professional literature for an update and examination of themselves in relationship to their goals. Being nice to oneself after a failure, an increase in self-reward, can enhance and speed recovery from program failures. (YLB)

ED 272 710 CE 044 809

Environmental Medicine Specialist (AFSC 90850).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 84
NOTE- 645p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biology; Communicable Diseases; Correspondence Study; *Disease Control; Environmental Standards; *Environmental Technicians; Evaluation Methods; *Food and Drug Inspectors; Food Standards; Hygiene; Learning Activities; *Medical Services; Military Personnel; Military Training; Natural Disasters; Nuclear Warfare; *Occupational Safety and Health; Postsecondary Education; Sanitation; War; Zoology
IDENTIFIERS- Air Force; *Environmental Medicine; Military Curriculum Materials

This five-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for environmental medical specialists. Covered in the individual volumes are (1) control of communicable diseases (principles of epidemiology and biology; food, waterborne, airborne, and sexually transmitted diseases; medical zoology; and field sanitation); (2) occupational medicine (humans, medicine, and work; standardized occupational health programs; respiratory protection programs; and hearing conservation); (3) facility sanitation and environmental surveys (medical aspects of surveys and evaluations in special environments); (4) food inspection and technology (food technology for animal and nonanimal origin subsistence, procurement of subsistence, and food inspection); and (5) medical readiness (medical readiness; natural disasters; and nuclear, biological, and chemical warfare). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises and a change supplement for the package are also included. (MN)

Coughlan, Margaret N., Comp.; And Others
Books for Children, No. 2.
Library of Congress, Washington, D.C.
PUB DATE- 86
NOTE- 24p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC. 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Biographies; *Childrens Literature; Elementary Secondary Education; Fantasy; Illustrations; Legends; *Literature Appreciation; Nonfiction; Picture Books; Poetry; Reading Aloud to Others; Science Fiction
IDENTIFIERS- Government Printing Office; Library of Congress

A committee comprised of children's book specialists from school and public libraries and a bookseller examined books published from November 1984 through November 1985, and compiled this annotated bibliography of picture books, fiction, and nonfiction. The bibliography is arranged by age group and categories, among which are picture stories for the youngest (up to age 7); stories, easy-to-reads, and verse (up to age 7); stories (from age 7 to 12); poems, legends, and the arts (from age 7 to 12); history, science, and nature (from age 7 to 12); fiction, fantasy, and science fiction (from age 12 to 14); biography, social science, and poetry (from age 12 to 14); and new editions of old favorites. Full bibliographic information and the International Standard Book Number (ISBN) are given for each book. (SRT)

ED 272 668 CE 043 044

Ochoa, Ruben C.
Identifying Stress in Adult Learners. From Theory to Practice.
PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adult Students; *Attitude Measures; Reentry Students; *Stress Variables; *Student Attitudes; *Student Evaluation; Surveys
IDENTIFIERS- *Stress (Biological)

This assessment survey is intended to provide adult educators with some insights into the real and perceived stresses felt by their adult basic education (ABE) students. The test consists of 35 questions dealing with such items as failure in general, specific subject area, test taking, health, personal and marital problems, financial problems, relationship with younger students, child care, emotions, sources of information and emotional support, and perception of personal control over one's educational goals. Students are asked to rate the amount of stress perceived as a result of individual stress variables on a scale of 1 to 5. (MN)

ED 272 683 CE 044 766

Clatterbaugh, John S., Jr.; And Others
A Colloquium Review of Re-Inventing the Corporation (Hagerstown, Maryland, May 15, 1986).
Hagerstown Junior Coll., Md.
PUB DATE- 15 May 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports -

Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Community Colleges; *Educational Needs; Employment Patterns; Females; *Futures (of Society); Health Insurance; Health Needs; Health Services; Information Processing; Information Services; *Labor Market; *Labor Needs; Needs Assessment; *Personnel Management; Program Costs; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Corporations; *Information Society

This collection contains five papers dealing with trends in changes in the structure and labor needs of corporations in the information age. The Introduction, by Ronald A. Kepple, outlines 10 points for reinventing the corporation in the information age and reviews them in the context of the community college. Forces that are converging to take corporate decision making out of the hands of management are discussed in Thomas W. Dwyer's paper "Revolution in the Workplace." "Needed Skills for the New Information Society," a paper by John S. Clatterbaugh, Jr., examines the feasibility of modifying the current educational system to address a new set of skills, in addition to the "back to basics" skills required in the job market of the new information society. Brenda J. McGolerick discusses the strategies developed by various corporations and educational institutions to reduce health care costs in a paper entitled "Health, Women, and the Information Society Corporation." In the final paper, "Summary and Conclusion," Ronald A. Kepple reviews the main points of the aforementioned papers and discusses why a seller's market will exist in the information society. (MN)

ED 272 696 CE 044 786

Community Based Organizations, Job Training Partnership Act and Vocational Education: A Partnership Designed to Reduce Youth Unemployment. Technical Assistance Guide.

Opportunities Academy of Management Training, Inc., Philadelphia, PA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Community Organizations; *Cooperative Programs; Employment Programs; Federal Legislation; Federal Programs; Job Training; Postsecondary Education; Program Development; *Program Implementation; Secondary Education; Unemployment; *Vocational Education; Youth; Youth Employment; *Youth Programs
IDENTIFIERS- Carl D Perkins Vocational Act 1984; *Job Training Partnership Act 1982; *Partnerships

This technical assistance guide is designed to expedite the implementation of partnerships between vocational education and community-based organizations (CBOs) as called for in the Carl D. Perkins Vocational Education Act of 1984. It is probably most useful as a resource for local training activities related to CBO/vocational education/Job Training Partnership Act (JTPA) partnerships. The guide provides information on Federal legislation relating to vocational education, basic education, and training for the target group--disadvantaged youth aged 16-21. It discusses partnerships and presents suggested procedures for establishing partnerships. Nine action plans that represent a variety of innovative approaches to partnerships are highlighted. The guide also illustrates a common model for program content. Each component of the model that may be carried out by the service delivery area or one or more service-providers or contractors and can involve CBOs and vocational school counseling programs is described. An outline for a training activity related to CBO/vocational education/JTPA partnerships is provided that can be used to develop a local workshop or seminar. Appendixes include directories of state directors of vocational education and of adult education, descriptions of nine CBOs, information on and addresses for the National Network for Curriculum Coordination in Vocational-Technical Education, and sample forms. (YLB)

ED 272 725 CE 044 831

Curriculum Study: Health Occupations Education. A Report from the Health Occupations Education Curriculum Study Task Force to the North Carolina Board of Education. 1984-85.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; *Curriculum Development; *Educational Needs; Educational Objectives; *Educational Policy; Educational Trends; Followup Studies; Instructional Materials; Labor Needs; Needs Assessment; Outcomes of Education; Policy Formation; Program Administration; Program Content; *Program Improvement; Secondary Education; State Surveys; *Statewide Planning; Teacher Certification; Teacher Characteristics; Technological Advancement; Trend Analysis
IDENTIFIERS- *North Carolina

A study examined health occupations education (HOE) in secondary public schools in North Carolina. A task force consisting of secondary and postsecondary educators, industry representatives, administrators, and program consultants analyzed preexisting data from 11 sources. These included program standards, student followup, and curriculum materials evaluation surveys; the North Carolina state plan for vocational education; an assessment of the impact of technologies of the eighties on HOE; and a 1982 nurse labor force survey. The task force formulated 23 recommendations pertaining to program administration, curriculum, resources and supportive services, and staff training and certification. Included among these were the following: state and local policy should provide for student transportation to clinical work sites, HOE program managers should take immediate steps to form affiliations with health care delivery sites, deviations from program standards should be assessed systematically to determine their impact on students in HOE, consideration should be given to the idea of offering academically oriented students credit for early exploration of health occupations careers, health industry and HOE teacher salary scales should be monitored regularly to keep the two competitive, and the HOE teacher's certificate renewal process should be relevant to the teaching task and technical area. A three-page bibliography concludes the document. (MN)

ED 272 837 CG 019 321

Carroll, Mary Ann
A Philosophical Perspective on Teaching Ethics to Undergraduate Psychology Majors.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; College Students; Counselor Training; *Ethical Instruction; Higher Education; *Moral Values;

*Student Development; *Undergraduate Students; *Value Judgment

The disadvantages of trying to deal with ethical issues as they arise in relevant undergraduate courses are outweighed by the advantages of devoting an entire course to such issues. Undergraduate students typically oversimplify moral problems and they also tend to have difficulty articulating their reasons for making the moral judgments that they make. Therefore they need to develop the skills of: (1) thinking carefully about those facts of a case that have direct bearing on a moral judgment; (2) learning to ask relevant questions; (3) articulating the basis for their ethical decisions; and (4) testing those decisions for consistency. But students cannot adequately develop such skills while at the same time trying to learn all the necessary factual content of a particular area in psychology; hence a separate course devoted to moral reasoning is necessary. The best method of helping students develop these skills is to take a case studies approach, using cases that are directly relevant to psychology. In doing so, students will not only be forced to think about some moral problems that a psychologist must often face but they will also be introduced to theoretical and conceptual considerations. (An illustration of this method is provided.) (Author/ABL)

ED 272 852 CS 008 522

Hall, Christine K.
Writing before Reading: A Role-Playing Model.
PUB DATE- 16 Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986). This paper is based on author's doctoral dissertation, University of Louisville.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; *Reading Writing Relationship; *Remedial Reading; *Role Playing; Teaching Methods
IDENTIFIERS- *Prereading Activities

Noting that role playing and writing as prereading activities have the potential to improve reading comprehension, a study tested the efficacy of a role playing method for improving reading comprehension. Students in three college developmental reading classes were asked to assume the role of author of a selection that they were about to read and then write like that author, while students in three additional classes functioned as a control group. The Nelson-Denny Reading Test was administered at the end of the semester, and an analysis of the results revealed that the gains made by the experimental group were not significantly greater than those of the control group. However, the experimental students were more successful in answering inference questions, their scores on the retention measure approached statistical significance, and they exceeded the control group in answering the essay test questions. The method did appear to help students comprehend the reading and offered an opportunity to discover what information and preconceptions students bring to a reading. (Tables of findings are included.) (SRT)

ED 272 867 CS 209 851

Gorney, Carole M.
Use of Third-Party Credibility in Hostile Situations.
PUB DATE- Aug 86
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; Communication Problems; *Conflict Resolution; *Credibility; Crisis Intervention; Hostility; *Organizational Communication; *Public Relations

IDENTIFIERS- *Third Party Credibility

A study analyzed the use of third-party credibility as a deliberate and systematic public relations strategy to regain credibility for an organization faced with public hostility. Four types of third-party usage are: citizen participation, outside investigation, adversarial advocacy, and employee dissemination. Third-party credibility as a public relations strategy to counter the negative effects of hostility is increasing in use and sophistication. However, it is far from being a panacea for it requires a serious degree of commitment on the part of management and a deep involvement of third parties in the organization's operations. The risks that are involved in this strategy are many and must be understood fully and weighted carefully before proceeding. Included in the study is the use made of oustide investigators by E.F. Hutton and the General Public Utilities Service Corporation, which operates the nuclear generating plant at Three Mile Island. (SRT)

ED 272 897 CS 209 991

Harris, Carol E.
Effective Strategies in Peer Evaluation of Writing.
PUB DATE- 86
NOTE- 11p.; Peer Evaluation Form may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; High Schools; *Peer Evaluation; *Revision (Written Composition); Teaching Methods; *Writing Evaluation; *Writing Research

A study examined whether self-evaluation of writing should precede peer evaluation, and explored effective strategies for peer evaluation of writing. Seventy-six advanced placement English students in a Raleigh, North Carolina, high school were divided into experimental and control groups. The control group participated in peer evaluation of essays for two semesters, while the experimental group participated in self-evaluation of essays the first semester and peer evaluation of essays the second. All rough drafts, peer evaluation and self-evaluation forms, and final essays were ranked for effectiveness of evaluations in final revisions. Results indicated that peer evaluation of essays resulted in stronger revision in essays than did self-evaluation, while self-evaluation and peer evaluation of essays resulted in moderate revision. After all essays were ranked, students completed a questionnaire, on which most indicated that they preferred peer evaluation of writing to self-evaluation. (Tables of data, the questionnaire, and a peer evaluation form are included.) (HTH)

ED 272 915 CS 210 015

Gallant, Gerald
Native Americans in Freshman Composition: Some Observations.
PUB DATE- Sep 85
NOTE- 20p.; Paper presented at the Annual Meeting of the New Mexico Council of Teachers of English (Albuquerque, NM, September 20-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive

(Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *College Freshmen; *Freshman Composition; Higher Education; *Remedial Instruction; Second Language Instruction; Summer Programs; Workshops; Writing (Composition); Writing Difficulties; Writing Improvement; *Writing Instruction; Writing Processes

Since a high percentage of Native American students who begin college do not graduate, a summer survival program was created to assist Native American students in developing their scholastic abilities. The data establishing the need for such a program were provided by a study that compared the performance of all Native Americans enrolled in freshman composition with a group of randomly selected students from the general population. Analysis of the results revealed a need for a survival program. Features of the program include room and board on campus for two months under supervision of counselors, a small stipend for spending money, participation in workshops, and tutoring throughout the remainder of their years in college. (DF)

ED 273 043 EA 018 780

Greene, Brenda Z.
Lower the Risk for "At Risk" Students.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Sep 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
  Collected Works - Serials (022)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; *High Risk Students; High Schools; Program Descriptions; School Districts

Nine distinct programs aimed at reducing the dropout rate and bringing "at-risk" students back into the educational mainstream are described in this publication. The document first notes the social and economic costs to the nation of students dropping out before completing high school. The report then describes changes in Wisconsin's attendance law; an early intervention program initiated by the Norfolk (Virginia) Public Schools; the "Adopt-a-Student" program in Los Angeles Unified School District's Fremont High School; projects run by the Summer Training and Education Program (STEP) in Boston, Seattle, Portland (Oregon), San Diego, Fresno, and New York; an alternative high school program run by Newark (Ohio) High School; dropout recovery programs operating in Los Angeles and Duval County, Florida; and federal efforts through the Dropout Prevention and Reentry Act of 1986 and the Job Training Partnership Act. Successful programs appear to have low student-adult ratios, are offered at sites away from regular programs, provide vocational training, combine school with work, and provide such services as counseling, day care, and medical care. Questions that school boards can ask when assessing their own district's dropout policies are provided. (PGD)

ED 272 753   CE 044 879

Malizio, Andrew G.; Whitney, Douglas R.
Who Takes the GED Tests? A National Survey of Spring 1980 Examinees. Research Studies, Number 1.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- Mar 81
NOTE- 48p.; For related documents, see CE 044 882-883.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropout Characteristics; Educational Background; *High School Equivalency Programs; *Participant Characteristics; *Student Characteristics; *Student Educational Objectives; *Student Motivation; Test Coaching; Test Wiseness
IDENTIFIERS- *General Educational Development Tests

During April and May 1980, the General Educational Development (GED) Testing Service conducted a survey involving a nationally representative sample of examinees to gather detailed information on the background and preparation of persons currently taking the tests. This report is based on the responses of about 13,000 GED candidates at nearly 250 randomly selected GED testing centers throughout the United States. The centers selected in this study represent a 10 percent random sample of centers in the United States as of January 1979. Results of the survey indicated that one-half of the examinees were 21 years old or younger. Nearly 70 percent of the candidates had completed the 10th grade or higher before leaving school. More than 75 percent reported grades of "C" or higher while enrolled in high school. About 80 percent of the examinees did prepare in some manner for the tests; however, actual reported out-of-pocket expenses for preparation were relatively low. Further, 90 percent reported that they regularly read books, magazines, or newspapers, and 60 percent cited "general knowledge" as their most important reason for reading. The survey instrument and a description of sampling procedures are appended. (Author/KC)

ED 272 781 CG 019 264

Schein, Howard

Using Residence Halls in the Academic Advising Process: Three Big-Ten Models.

PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Williams Midwest Region Conference of Academic Affairs Administrators (19th, Terre Haute, IN, October 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *College Housing; *College Students; *Dormitories; Higher Education; *Resident Advisers; Resident Assistants; *Student Personnel Services

This report presents a strong case for integrating academic advising into the residential setting. It is pointed out that a certain degree of friendliness and informality exists in these settings that encourages discussion and information exchange, and the professional staffs who work in residence halls are specifically trained to address students' developmental needs. Eight features of the setting are noted: (1) residence hall staff has continuous contact with students; (2) they know students individually; (3) they have good communications networks; (4) they can identify troubled students earlier than can other departments; (5) students know these staff members care; (6) students usually talk about psycho-social development in their first 2 years of college, rather than about intellectual development; (7) residence halls can provide an accessible and informal atmosphere; and (8) the student network will give very immediate feedback on all issues. The residentially-based academic advising programs at the University of Iowa, the University of Michigan, and the University of Illinois are described in this report and information is included on programs, structure, staff, referral procedures, and libraries. (ABL)

ED 272 795 CG 019 278

Stewart-Bussey, Elysabeth L.; Schneider, Lawrence J.

Smokers' and Nonsmokers' Perceptions of Smoking versus Nonsmoking Therapists.

PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Ft. Worth, TX, April 17-19, 1986). For related document, see CG 019 279.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *College Students; *Counselor Characteristics; Counselor Client Relationship; *Counselor Evaluation; Higher Education; *Smoking

According to a 1975 survey conducted by the National Clearinghouse for Smoking and Health, attitudes toward smoking are becoming increasingly negative. While studies assessing the impact of counselor smoking on clients suggest that no overwhelmingly harmful impact on clients' perceptions of therapists occurs, the issue of the impact of counselor's smoking on prospective clients remains unresolved. A study was conducted to examine the effect of smoking counselors on the initial impressions of potential clients, both nonsmoking and smoking, and to determine these subjects' expectations of therapeutic gain. Subjects were 27 smoking and 27 nonsmoking female undergraduates who were randomly assigned to conditions and counselors. Subjects viewed a videotape of a male counselor in either a smoking or nonsmoking condition in a counseling session with an off-camera female client. Subjects completed the Counselor Rating Form, a modified Counselor Confidence Ratings form, the Relationship Inventory, and a post-experimental questionnaire. The results revealed that neither the counselor's nor the subject's smoking had any bearing on the subject's judgments concerning the counselor's personal characteristics, subject's expectancies for obtaining help with specific problems, perceived quality of the client-therapist relationship, or subject's judgments of the therapist as an emerging counselor. A review of the literature and the present findings both suggest that therapist smoking has neither a strong nor a negative initial impact on prospective clients. (NB)

ED 272 823 CG 019 306

Alzheimer's Disease: Burdens and Problems for Victims and Their Families. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (October 28, 1985, Elizabeth, NJ)

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-542
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family Relationship; Financial Problems; Health Insurance; *Health Needs; Hearings; *Helping Relationship; *Individual Needs; *Research Needs
IDENTIFIERS- *Alzheimers Disease; *Caregivers; Congress 99th

This document presents witness testimonies from the Congressional hearing called to examine the problem of Alzheimer's disease. Opening statements are included from Congressmen Rinaldo, Courter, and Saxton, and from Tom Dunn, the mayor of Elizabeth, New Jersey where the hearing was held. J. Richard Goldstein, New Jersey State Commissioner of Health, discusses the efforts undertaken in New Jersey to address Alzheimer's disease. Witnesses desribing personal experiences with family members who had Alzheimer's disease include: (1) Harry Phillipson, the husband of an Alzheimer's victim; (2) Lonnie A. Wollin, director of the Alzheimer's Disease and Related Disorders Association; and (3) Susan W. Fell, president of the Alzheimer's Disease Fund of New Jersey. Carolyn Epstein, the assistant executive director of SAGE, a community-based agency providing social services to the elderly, calls for a coordinated care system for Alzheimer victims and caregivers. Phillip H. Pearlman, director of the Union County Division on Aging, discusses his division's present activities regarding Alzheimer's disease, the unmet needs, and future roles. Kenneth L. Davis, professor of psychiatry and pharmacology at Mount Sinai School of Medicine, discusses research on developing a drug treatment for Alzheimer's disease, and Murray Feldberg, the coordinator of the Alzheimer's Disease Project at the Veterans Administration Medical Center in Lyons, New Jersey, discusses his center's program for Alzheimer's disease patients. Materials submitted for the record are appended. (NB)

Todd-Mancillas, William R.; Rossi, Ana Maria

Additional Findings on Differences between Brazilian Men and Women Managers in Their Managing of Conflicts with Employees.

PUB DATE- May 86
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Behavior Patterns; *Communication Research; Comparative Analysis; *Conflict Resolution; Cultural Differences; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Females; Foreign Countries; *Males; *Organizational Communication
IDENTIFIERS- *Brazil; Communication Behavior; United States

A study was conducted to amplify previous research efforts concerned with the identification of similarities and differences between Brazilian men's and women's managerial communication behaviors. Previous findings have indicated that, in contrast with American managers, Brazilian men and women managers were more likely to use power to resolve disputes with employees. Subjects, 40 men and 40 women in middle- and top-management positions in Porto Alegre, Brazil, were asked to read a packet of four scripts describing various problems that a manager might have with an employee or another manager of equal status as themselves. Four versions of each script were used, matching all possible combinations of men and women managers with men and women employees. (Copies of these scripts--in both English and Portuguese--are appended). After reading the scripts, the subjects were individually interviewed to determine how they would resolve the problems. Results showed that Brazilian men were more likely to use power (threats and negative sanction) when resolving disputes with female managerial-level employees, but to use communication (negotiation) when resolving disputes with male managerial-level employees. Brazilian women managers reported no preference for using communication, power, or a combination of the two in resolving conflicts, and the sex of the employee made no difference in their behavior. No such similar findings were found in an earlier study of American male and female managers. (FL)

ED 272 959 CS 505 352

Carroll, Cyril J.
Present Status of Theatre Programs in the Community College.

PUB DATE- 3 May 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Community Colleges; Higher Education; Program Content; Speech Communication; *Speech Curriculum; *Theater Arts; Two Year Colleges

Forty-two community colleges and one four-year college responded to a survey requesting information about theatre programs. The colleges ranged in size from a low of 395 students to a high of 30,000. The results of the survey indicated that theatre courses were required of communication majors at only one college, and were electives at the remaining 41. Thirty-one stated that they offered theatre as a major or a concentration, while 11 had no theatre major. Theatre class size ranged from 4 to 46, with most in the 15 to 20 student range. Most theatre departments had one to three instructors on the faculty, while two departments offered no tenure for theatre faculty. Thirty-six departments indicated that the teaching load for full-time faculty was either 12 or 15 hours, 18 departments offered no release time for directing or technical work on theatrical production, and a very large number of departments reported receiving no compensation for directing or designing a production. A proscenium stage theatre was available on 34 campuses; 10 had thrust stages, and 8 had arena stages. Audience seating capacity ranged from 100 to 1,700. Most departments reported that the majority of their audience came from the local community. The number of productions varied from two per year to four per semester, while 16 colleges produced plays during the summer session. Publicity appeared to be the most neglected budget area. Curricula included international studies, music theatre, mime, children's theater, acting for television, puppetry, and theater history. (Tables of data are included.) (HTH)

ED 272 973 EA 018 696

Brekke, Norman R.

A Cost Analysis of Year-Round Education in the Oxnard School District.

Oxnard School District, Calif.

PUB DATE- 5 Feb 86

NOTE- 44p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (17th, Anaheim, CA, February 2-5, 1986). For an earlier report, see ED 260 490. Colored papers used for attachments may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cost Effectiveness; Educational Administration; Educational Change; *Educational Facilities Planning; Educational Finance; Elementary Education; Junior High Schools; *Program Effectiveness; *School District Spending; School Effectiveness; School Support; *Year Round Schools

IDENTIFIERS- *Oxnard School District CA

This cost analysis reports on a year-round education program in the Oxnard School District, California. Twelve of the district's 15 K-8 schools are maintained on four staggered year-round education tracks; a fifth track offers the traditional calendar to two schools. Year-round education was implemented in 1976 to accommodate a sudden increase in student enrollment during a period of funding limitations. Cost effectiveness is analyzed in terms of past, present, and projected financial and enrollment data, which are presented in tables throughout the report. Three methods of cost analysis demonstrated lower costs than traditional schools because of the per-pupil cost advantage in maintaining a larger student population with classes (tracks) spread through a 12-month calendar. Questionnaires that solicited parents' perceptions of the programs (appended to the report) reveal definitive support. Year-round education has shown a substantial saving in operational and capital expenses. The report's 10 attachments include the schools' yearly enrollment figures, school calendars, student assignment procedures, and performance requirements for personnel. (CJH)

ED 272 987 EA 018 715

Developing Action Plans. Resource Guide. Long Range Planning Series.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 25p.; For related documents, see EA 018 713-714. Cover title:
"Developing Action Plans."
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Principals; School Districts
IDENTIFIERS- *Action Plans; *Pennsylvania; State Regulation

Pennsylvania's school districts and area vocational-technical schools are required to submit long range plans to the Pennsylvania Department of Education every 5 years. Part of the planning process involves the development of strategies, or action plans, for achieving the long term objectives identified in the long range plans. This planning guide discusses the steps to take in developing these strategies, the purposes for the action plans, and the elements of the plans that must be documented when the long range plan is submitted to the department of education. The guide then discusses differences among districts and how these differences will affect the individual district's plans. Commonly asked questions about the development of action plans are posed next, and clarifications of the state regulations' purposes and requirements are provided in response. The guide then presents a step-by-step outline of the action planning process at the individual school level, based on human resource development technology. Particular attention is paid to the principal's role in guiding the process and obtaining staff involvement. A sample planning format and a checklist of action planning activities are included in the guide. (PGD)

ED 273 001 EA 018 735

Batson, Steve W.
Minimizing Liability for the College Administrator: Female Student Protection.
PUB DATE- 86
NOTE- 10p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Campuses; *College Administration; *Court Litigation; *Crime Prevention; Females; Higher Education; *Legal Responsibility; *School Safety; School Security; *Sexual Abuse; Womens Education

This chapter reviews court cases and makes recommendations in light of the rising incidence of campus crimes and increased third-party litigation. There is greater awareness of gang and acquaintance rapes and a general increase in rapes, assaults, and murders. To secure compensation, women are also suing the institution on whose campus the assaut occurred. The victim must demonstrate that a "special relationship" existed between her and the third party that entitles protection. In the 1984 "Miller v. State" ruling, previous incidences in the dormitory (scene of the sexual assault) indicated that "a reasonably foreseeable likelihood of criminal intrusion" constituted a breach of university duty. The California Supreme Court stated in 1984 that in exchange for using the facilities, where they spend a significant portion of their time, students should expect safety. Erosion of governmental immunity is an issue. In "Duarte v. State," an appellate court held that the university had no immunity from liability for employees' negligence, which was at stake in a mother's suit for the rape and murder of her daughter while residing in a dormitory. Institutional administrators should be aware of potential assaults, provide adequate security and policies to discourage crime, and respond rapidly to assaults. Recommendations include prevention programs, increased security, and training for officers. (CJH)

ED 273 029 EA 018 763

Sudlow, Robert E.
More Effective Schools/Teaching Project. Executive Summary of the First Annual Report. Memorandum.
Spencerport Central Schools, N.Y.
PUB DATE- 5 Oct 84
NOTE- 7p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Annual Reports; Definitions; *Educational Assessment; Educational Change; Educational Status Comparison; Elementary Secondary Education; Factor Analysis; Program Development; Program Effectiveness; *Program Implementation; *Review (Reexamination); *School Effectiveness
IDENTIFIERS- New York (Spencerport)

This document outlines the major points of the first annual status report of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 contains a list of 15 basic principles and assumptions upon which the project is based. Section 2 presents three conclusions drawn at the end of the first year and a half of the project. First, the effective schools research is applicable at all levels of a suburban school system. Second, vital dialogs have developed among participating building staffs. Third, schools should follow an eight-part process in implementing an effective schools project: (1) awareness, (2) inservice, (3) project design, (4) needs assessment, (5) formulation of building plans, (6) implementation, (7) evaluation, and (8) planning for subsequent years. Section 3 lists correlates (such as a safe and orderly environment and a clear school mission) that are an area of strength for participating buildings. Section 4 defines effectiveness, reports on achievement results in math and reading at the end of the first year, and describes the project's concomitant goal, directed toward above-average student achievement. (IW)

ED 272 652   CE 043 027

Martin, Deanna C.; Blanc, Robert
Improving Reading Comprehension through Reciprocal Questioning.
TECHNIQUES.
PUB DATE- Jan 84
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; Inquiry; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; *Student Participation; Teaching Methods

This document offers "reciprocal questioning" as a technique that promotes active learning and that is a practical and powerful way to help students improve their reading comprehension. First, the technique is described in detail. Steps include selection of four to five paragraphs of text; preparation of 10-12 questions over the material, including factual questions and questions that require inference, application, and evaluation; introduction of the procedure; silent reading of the selection; student questioning of the teacher; and teacher questioning of the students. Suggestions are then offered on how to deal with the questions students ask, questions that are not stated clearly, do not follow logically from the reading, or extend beyond the material. This section includes recommendations for opening the opportunity for others in the class to become involved and for dealing with a difficult question the teacher cannot answer. Suggestions for teachers' questions include repeating the instructions, asking the same questions students asked, asking increasingly sophisticated questions, and knowing when to finish. (YLB)

ED 272 739 CE 044 861

FOCUS on Management. Final Report.

Royce and Royce, Lancaster, PA.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 86
NOTE- 28p.; The appended bulletins are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Adult Programs; Bulletins;
  *Demonstration Programs; Material Development; Program
  Descriptions; Program Evaluation; *Publicity; *Staff Development
IDENTIFIERS- 310 Project; *Linkage

This final report describes the review and evaluation of 10 years of Pennsylvania's 310 special projects in the areas of program promotion, program linkages, and staff development. Three major selection criteria were effectiveness, innovative qualities, and adoptability. Of some 97 projects reviewed, 21 were deemed exemplary. A reader survey of the audience of the three FOCUS Bulletins highlighting the 309/310 projects that were published by the project between November 1985 and March 1986 collected information on readership, readers' interests, and effectiveness (how well information provided matched reader interests). Following the narrative portion of the final report are the descriptions of the 21 exemplary projects. These contain name, area, project director, year, organization, issue, contact, telephone, audience, panel review, sub-area, components, cost, and comments. Copies of the three bulletins and a copy of the evaluation form for the bulletins are also provided. (YLB)

Sitlington, Patricia L.
Transition, Special Needs, and Vocational Education. Information Series No. 309.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 47p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN309, $5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; Disadvantaged; *Education Work Relationship; *Employment Potential; *Job Skills; Resource Room Programs; Secondary Education; Special Classes; Special Education Teachers; *Transitional Programs; *Vocational Adjustment; Vocational Education; Vocational Education Teachers; Vocational Rehabilitation; Youth
IDENTIFIERS- Job Training Partnership Act 1982

Vocational education is an important component of the bridge leading from school to employment for special needs youth. Studies indicate that special needs youth are not being adequately prepared for work. Unemployment and underemployment of special needs youth seem to stem from three causes: lack of interpersonal skills, lack of job-related academic skills, and lack of specific vocational skills. Besides vocational education, the other major components of the school-to-work transition are special education, vocational rehabilitation, Job Training Partnership Act agencies, and developmental disabilities agencies. The services available from these agencies, together with information from studies on the employment preparation of special needs youth, should be carefully considered in determining the role of vocational education in the transition process. Suggested roles include (1) assisting with assessment of interests and skills; (2) providing a setting for occupational exploration; (3) assisting with basic academic skills instruction; (4) developing job-related interpersonal skills; (5) training in clusters of vocationally related skills; and (6) providing work experiences. Proposed program models for delivering instruction in interpersonal, basic academic, and specific vocational skills promote a comprehensive approach to address each skill area. Typical forms include a separate vocational special needs class, regular vocational classes with support materials, regular vocational classes with resource teachers, and regular vocational classes in cooperation with the special education classroom. A nine-page list of references concludes the document. (SK)

ED 272 809 CG 019 292

McMurray, J. G.

Self-Report Data on the Interactive Nature of Stress in Canadian Elementary School Principals.

PUB DATE- Jun 84
NOTE- 10p.; Paper presented at the annual conference of the Canadian Association of Educational Psychology (Guelph, Ontario, Canada, June 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Coping; Elementary Education; *Elementary Schools; Foreign Countries; Job Satisfaction; *Principals; *Stress Management; *Stress Variables
IDENTIFIERS- Canada

Stress has been defined as a stimulus event, a complex personal response to the interaction of various personal and environmental factors. When a demand, real or imagined, is perceived, a stress response will occur unless appropriate coping responses are present. The terms burnout or excessive distress refer to the experience of physical, emotional, and mental exhaustion unique to people who work with other people in emotionally demanding situations. In this study, elementary school principals (N=438) were surveyed using a four-part self-report questionnaire yielding general information, self-concept, job-related, and future issues. Forty-four percent of respondents reported participation in a regular exercise program. Respondents reflected attitudes at least the same or better than usual in terms of variables such as the ability to sleep, managing well, getting along with others, and optimism about the future. Only two events, too many meetings and insufficient time for planning and preparation, were marked as high stress producers. Only three issues rated a considerable concern response. These included the increase of one-parent families, mainstreaming special needs students, and the changing directions generated by the Provincial Ministries of Education. (Four data tables and 10 references are included.) (ABL)

ED 272 930 CS 505 259

Putnam, Linda L.; And Others
The Evolution of Case Arguments in Teachers' Bargaining.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986). Appendix A contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classification; *Collective Bargaining; Communication Research; *Conflict Resolution; Content Analysis; Elementary Secondary Education; Models; *Negotiation Agreements; Organizational Communication; *Persuasive Discourse; School Districts; Unions
IDENTIFIERS- *Case Arguments

A typology developed from case structure and argumentation theory was used in an analysis of case types that evolved in the discussion of 12 issues during a 10-hour bargaining session between negotiators for teachers and a school board. Case types in the typology were (1) need-plan, which argues for the need to change the status quo; (2) comparative advantage, which argues that a suggested proposal will provide benefits beyond those of the current system; and (3) goals criteria, which offers a policy proposal that explicitly rejects the status quo goals or their priority. In addition, the typology contained dimensions of case fit, including agreement by both sides on the type of case presented and the way to address it, agreement to case type but not fit, and disagreement on both dimensions. Transcriptions of the negotiating sessions were analyzed by plotting the development of arguments and issues. Results indicated that comparative advantage cases emerged more frequently than did the other types of cases, and that problem solving or integrative bargaining evolved from disagreement on case type or case fit that led both sides to search for alternative proposals. Agreement on case type and case fit that remained constant throughout the sessions led to settlements derived from trade-offs. (A "flow chart" and a case analysis of one issue in the negotiating session are appended.) (FL)

ED 273 015 EA 018 749

McLaughlin, Terence
Catholic School Finance and Church-State Relations. NCEA Keynote Series No. 5.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 84p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($6.60 prepaid; postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Catholic Schools; Cooperative Programs; Court Litigation; *Educational Finance; Elementary Secondary Education; *Government School Relationship; *Private School Aid; School Choice; School Law; School Support; School Taxes; *State Church Separation; State Federal Aid; Tuition

This booklet examines the roles of several sources of funding for Catholic schools. The first chapter points out major differences between Catholic schools and public schools, discusses why some parents are willing to pay for a Catholic education, and reviews the history of the development of the Catholic school system in the United States. Chapter 2 looks at the different tuition plans used in Catholic schools and at the sources of funds used to supplement the tuition charged. Parish subsidies, the contributions made by members of religious orders and others, and the benefits of cooperative programs with businesses and public schools are examined in chapter 3, and shifts in their relative importance are noted. The fourth chapter considers the role of the state in providing support to Catholic education, discussing (1) sharing resources; (2) the characteristics of tax deductions, tax credits, and voucher plans; (3) arguments for and against publicly provided support; and (4) political factors affecting state support. Chapter 5 reviews how significant court interpretations of constitutional provisions regarding religion have been applied to public support of parochial schools. The booklet provides a 10-item annotated bibliography and a guide for studying the information presented. (PGD)

ED 272 669 CE 043 045

Conti, Gary J.; Fellenz, Robert A.

Giving Constructive Feedback. From Theory to Practice.

PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Classroom Communication; Classroom Techniques; Communication Skills; *Feedback; *Reinforcement; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Constructive Criticism

Communication between students and teachers is crucial at all educational levels and is particularly important in adult learning situations. Good feedback should be descriptive, specific, and constructive. Constructive feedback requires an atmosphere of trust and, above all, should not violate the personal integrity of either the sender or the receiver. When providing feedback, the speaker must assume ownership of the feelings that are being expressed. Therefore, the word "I" should be the subject of the feedback sentence. The predicate of the feedback sentence should contain a verb that conveys the speaker's feelings and should also describe the behaviors related to the feeling. (MN)

ED 272 711 CE 044 810

Thompson, Joselyn H.
Medical Laboratory Technician (Chemistry and Urinalysis). (AFSC 92470).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 85
NOTE- 441p.; Supersedes ED 224 891.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Biomedical Equipment; *Chemical Analysis; Correspondence Study; Equipment Utilization; *Laboratory Procedures; *Laboratory Technology; Learning Activities; *Medical Laboratory Assistants; *Medical Technologists; Military Personnel; Military Training; Postsecondary Education; Quality Control
IDENTIFIERS- Air Force; Military Curriculum Materials; *Urinalysis

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for medical laboratory technicians. Covered in the individual volumes are medical laboratory administration and clinical chemistry (career opportunities, general laboratory safety and materials, general medical laboratory administration, basic chemistry, solutions, photometry and spectrophotometry, automation, quality control in collection and handling of specimens); laboratory procedures in clinical chemistry (body metabolism; proteins, carbohydrates, and enzymes; liver and kidney function tests; gastric analysis; special chemistry tests; toxicology) and laboratory procedures in urinalysis (general considerations, renal functions, physical characteristics of urine, microscopic examination, and chemical examination). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises are also included. (MN)

ED 272 684 CE 044 767

Franchak, Stephen J.; Smith, O. H. Michael

Preparing for High Technology: Successful Co-op Strategies. Research and Development Series No. 263.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 133p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 Order No. RD263--$10.50; quantity discounts available).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Cooperative Education; Cooperative Programs; Educational Benefits; *Educational Planning; Educational Policy; Field Experience Programs; Guidelines; Marketing; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Publicity; *School Business Relationship; Secondary Education; *Technological Advancement

This document has been prepared to assist program administrators and practitioners in planning and implementing cooperative (co-op) programs in high technology occupational areas. Information focuses on the key elements, strategies, and procedures of successful co-op programs. The guide contains nine chapters and is based on a review of the literature, discussions with educators and business representatives, and reviews of databases and case studies. Chapter 1 examines the training-related problems that respond positively to effective cooperative training programs in high technology fields and provides definitions of relevant terms. Chapter 2 discusses pertinent findings from the literature review, including cooperative education and its benefits, how the needs of high technology industries affect cooperative training programs, and the components necessary to a quality cooperative program. Chapter 3 draws from case studies to discuss the educational and economic benefits of cooperative programs, addresses what is needed to develop a quality program, and provides ways to identify potential cooperative training sponsors. Chapter 4 examines guidelines for developing cooperative program policies, while chapter 5 reviews project findings on ways to enhance the learning experiences of co-op students. Chapter 6 addresses special population and equity issues as they relate to cooperative education. Chapter 7 discusses strategies for marketing co-op programs to employers, to students, and to the community. Chapter 8 examines the importance and components of effective evaluation of co-op programs. Chapter 9 takes a close look at the importance and methods of interpreting and presenting the results of program evaluation. Appendixes contain sample program materials and resource lists. (KC)

ED 272 754 CE 044 882

Cervero, Ronald M.; Peterson, N. Lyn
After the GED Tests: Employment and Training Activities of GED Examinees. Research Studies, Number 4.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- Nov 82
NOTE- 16p.; For related documents, see CE 044 879 and CE 044 883.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; *Employment; *Enrollment; Graduate Surveys; *High School Equivalency Programs; High School Graduates; *Occupational Aspiration; *Outcomes of Education; *Student Educational Objectives
IDENTIFIERS- *General Educational Development Tests

The General Educational Development (GED) testing program is frequently used to earn a high school diploma, since about 14 percent of diplomas issued in this country during 1981 were based on the GED tests. A study was conducted to assess the impact that passing the GED tests has on adults' employment and participation in educational activities. During April and May of 1980, the GED Testing Service collected data on a nationally representative sample of 12,646 GED candidates. Approximately 75 percent of this sample agreed to participate in a follow-up study. In October 1981, a 20 percent random sample of this group (N=1906) were surveyed with a response rate of 24 percent (N=458). Results indicated that 71 percent of the respondents passed the test in April or May of 1980 with an additional 15 percent passing during the 18 months prior to the follow-up survey. The GED candidates were extremely positive about their GED experience, since 95 percent would probably take the tests again if they were starting over. More people expected the GED to help them achieve a new job (75 percent) than improve their situation (e.g., salary increase) in their current job (about 30 percent). In fact, the GED credential was more helpful to these people in obtaining a new job (52 percent) than in improving their situation in their current job (about 20 percent). More people expected the GED credential to help in attaining admittance to educational institutions (51 percent) than to on-the-job training (24 percent). During the 18 months following the initial survey, 45 percent of the respondents were students in some type of educational program. More than 75 percent plan to attend an educational program in the future. The survey instrument is appended. (Author/KC)

ED 272 838 CG 019 322

Olson, Roberta A.; Kittredge, Diane
Teaching Anticipatory Guidance: Pediatric Residents' Attitudes, Knowledge and Behavior.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Research supported by National Foundation for Medical Education grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Child Development; Curriculum Development; Material Development; Medical Education; *Needs Assessment; Parent Education; *Pediatrics; Physician Patient Relationship; *Physicians; Primary Health Care
IDENTIFIERS- *Anticipatory Guidance; *Well Child Care

One-third of all scheduled pediatric visits are for well child care. The American Academy of Pediatrics has suggested that anticipatory guidance, which focuses on health maintenance, accident prevention, nutrition, and normal child development, should be a major part of well child visits. Training in well child counseling will only be accepted in residencies and put into practice when a cost efficient mode of teaching and delivery have been identified. As an initial step in creating a well child care teaching manual for a pediatric residency program, a needs assessment was conducted to determine pediatric residents' attitudes, knowledge, and perceived need for information about anticipatory guidance, and parents' perceived problems in health maintenance, safety, and psychosocial issues, and their perceived need for anticipatory care information. The results of the assessment revealed that pediatric residents (N=52) considered provision of anticipatory guidance an important area; that they lacked sufficient knowledge of child development, counseling concerning common behavior problems, nutrition, and safety; and that they did not feel confident counseling parents about normal developmental issues, discipline, and common behavior problems. Parents indicated that they had numerous concerns about common behavior problems and a desire to talk to their pediatrician about these problems. Based on these findings, a well child care manual has been written and a 2-year luation is in progress. Ten slides shown during the presentation are appended. (NB)

ED 272 853 CS 008 523

Liebling, Cheryl Rappaport
Inside View and Character Plans in Original Stories and Their Basal Reader Adaptations.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1086).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; *Characterization; *Childrens Literature; Comparative Analysis; Content Analysis; Critical Reading; Elementary Education; Fiction; Interaction; Readability; Reader Text Relationship; *Reading Comprehension; *Reading Interests; Reading Research

IDENTIFIERS- *Author Reader Relationship; *Text Adaptation

Acknowledging that the literary quality of children's stories strongly affects reading comprehension and interest in reading, a study examined how inside view (the insight an author provides about a character's thoughts and feelings) affects the presentation of character beliefs and plans. The study was based on the following premises: (1) basal readers often include adaptations of original fiction that have been altered for readability and/or length; (2) especially when altered for length, these adaptations leave out much of the inside view that can affect communication between author and reader and, thereby, reading comprehension; and (3) inside view can be examined using interacting plans analysis, which focuses on character-to-character interaction, highlighting the interdependent character plans and the critical beliefs which the real reader must comprehend if the text is to be interpreted as the real author intends. Using this interacting plans analysis, the story "Freckle Juice" by J. Blume was compared line by line with an adapted basal version to determine whether event structure, character plans, and inside view of the original were retained in the adaptation, which deleted approximately one-third of the original but did not alter vocabulary or sentence structure. The study concluded that deletions do not necessarily affect comprehension of main events, but may make it more difficult to understand why characters act in certain ways. Adaptations may remove subtle features, such as inside view, which make the original more interesting and comprehensible. (A three-page bibliography, figures illustrating interacting plans, and a table outlining deletions are appended.) (SRT)

ED 272 868 CS 209 852

Danielian, Lucig H.
Special Interest Groups and Mass Communication as Political Participation: A Model for Interaction Effects.
PUB DATE- Aug 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Interaction; *Mass Media; *Mass Media Effects; Media Research; *Models; *News Media; Political Influences; *Political Issues; Political Power; Politics; Public Opinion
IDENTIFIERS- *Political Action; *Special Interest Groups

A review of the literature reveals that a complete model, within a political framework, for what takes place when special interest groups and mass media interact does not exist. Since media access is more successful for groups with specific goals and resources, a model for the interaction of special interest groups and the mass media focuses on those groups that use the media to participate in political discourse. The five major special interest group components are as follows: (1) the realistic or unrealistic nature of a goal and whether or not it falls within the political mainstream; (2) the level of resources available to the group; (3) the news media's perception of issue legitimacy; (4) whether or not the activity itself fits into the mainstream, and how the news media perceive the activity's legitimacy; and (5) the spokesperson's knowledge of news values and his or her legitimacy. Since groups base their media activities, in part, on the success of their interactions with the news media, they may choose to "court" the media by executing the same activity again or by attempting a new activity. Groups that cycle through the model with successful results on subsequent tries probably tend toward participation in more legitimately perceived activities. This model needs to be tested, modified, and linked with other components in order to achieve a more complete understanding of the process of interaction between special interest groups and the mass media. (SRT)

ED 272 883 CS 209 963

Swain, Murray G.
Effects of Stylistics on Essay Graders.
PUB DATE- Jan 81
NOTE- 241p.; M.Ed. Dissertation, University of Western Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Diction; Foreign Countries; *Grading; Secondary Education; *Writing Evaluation; *Writing Research
IDENTIFIERS- Rater Reliability; *Stylistics; Voice (Rhetoric); Voice (Verbs)

Eight public examiners in English from the Western Australian Tertiary Admissions Examination marking panel and 103 final-year student teachers graded essays that were experimentally controlled for voice and diction. Control of these independent variables was achieved by providing four rewritten versions of the secondary student essays, each version identical to others except for one of four styles: active voice with Saxon diction, active voice with Latinate diction, passive voice with Saxon diction, and passive voice with Latinate diction. Grades were transformed to an interval scale using the Rasch Polychotomous Rating Model, and the transformed scores treated by repeated measures multivariate analysis of variance to test shifts in grader judgments from one version of an essay to the others. Results indicated a significant effect for diction, in favor of Latinate diction, when rated for overall quality, mechanics, logic, and organization. There was no effect for voice and no interaction effect. The students' original, unmodified essays received grades that placed them significantly higher than their Saxon versions but significantly lower than their Latinate versions. The experimental essay, with its intense uniformity of Latinate diction all in sentences of one voice, was preferred to the naturally written, variable, and flexible essay from the pen of a student. Among several implications arising from this study is the possibility that if English teachers instruct secondary students to write simply and clearly, students are being deceived, for such writing is not the most highly valued by teachers and public examiners alike. (Extensive appendixes include notes on the rewriting of essays and samples of stylistic versions, instructions to essay graders and examiners, and complete statistical results of data from three years.) (Author/HTH)

ED 272 898 CS 209 992

Fitch, Joyce Easter

The Effect of Word Processing on Revision and Attitude toward Writing.

PUB DATE- Aug 85
NOTE- 68p.; M.S. Thesis, National College of Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; Attitude Measures; Punctuation; *Revision (Written Composition); Spelling; *Student Attitudes; *Word Processing; *Writing Instruction; Writing Processes; *Writing Research

A study examined the effect of word processing on students' revision of compositions and attitudes toward writing. Sixty seventh-grade students enrolled in a required writing course were randomly assigned to either the experimental or the control group. The experimental group used a word processor for all stages and aspects of writing, while the control group used pen and paper exclusively. All the subjects wrote seven one-paragraph assignments during the nine-week treatment period. No significant difference was found in the students' attitude toward writing--measured before and after treatment by survey--as a result of word processing. Furthermore, using the Stanford Achievement Test subtests for spelling and language, the study concluded that word processing had no effect on students' spelling and punctuation. Overall, the experimental group made more revisions than did the control group, but when revisions were divided into levels (minor, intermediate, and major), the control group made more minor revisions, the groups did not differ significantly in the number of intermediate revisions they made, and the experimental groups made significantly more major revisions than the control group. The study concluded that though word processing did not affect students' attitudes toward writing or their ability to recognize incorrect punctuation or spelling, it did help students revise more and at a higher level. (A three-page list of references, tables providing statistical information, and an appendix illustrating a writing attitude survey are included.) (Author/SRT)

ED 272 916 CS 210 016

Engen-Wedin, Nancy; And Others
Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography. Supplement #1, Working Paper.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 19p.; Publication of the Learning Disabled College Writers Project. For the earlier paper, see ED 267 410.
AVAILABLE FROM- Learning Disabled College Writers Project, University of Minnesota, General College, 106 Nicholson Hall, 216 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($1.00 prepaid, checks only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Students; *Computer Assisted Instruction; *Exceptional Persons; Higher Education; *Learning Disabilities; Microcomputers; *Writing Difficulties; *Writing Instruction
IDENTIFIERS- *Learning Disabled College Writers Project

As a supplement to "Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography," this bibliography contains annotations of selected recent articles that discuss how learning disabled writers in college are affected by microcomputer applications in word processing. Additional supplements to the original bibliography will be published as working papers of the Learning Disabled College Writers Project in January and August of 1987 and 1988. Materials cited number nearly 40 items, including conference papers, selections from essay collections, and articles from scholarly journals in the computer, composition, and general education fields. (SRT)

ED 273 044 EA 018 781

Effective School Principals: A Proposal for Joint Action by Higher Education, States, and School Districts. A Report by the Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Evaluation; *Administrator Qualifications; *Administrator Responsibility; Administrator Role; *Administrator Selection; Compensation (Remuneration); Educational Quality; Elementary Secondary Education; Higher Education; Management Development; Motivation; *Principals; School Districts; Standards; State Departments of Education
IDENTIFIERS- Administrator Effectiveness

Nine recommendations for joint action by institutions of higher education, states, and school districts to prepare, select, and reward principals are proposed and discussed in this booklet. The booklet's introductory pages note the changes in the principal's role that have resulted from the new demands placed on education by reform efforts. The fact that principals have not received training for their new responsibilities is underlined. The booklet then turns to the specific proposals and the ways that institutions of higher education and state agencies can join with school districts to meet the new demand for more qualified administrators. The recommendations include (1) establishing state standards for principals' knowledge and skills, (2) creating local district programs for preparing staff members to become administrators, (3) reviewing and improving professional education for administrators, (4) certifying principals on the basis of skills and knowledge, (5) requiring districts to establish comprehensive employment selection methods, (6) evaluating principals using a statewide system, (7) establishing state and local incentive pay programs for administrators, (8) providing for continuing education for principals, and (9) making development of school principals a high priority goal of educational groups. (PGD)

ED 272 670 CE 043 067

Paul, Sharon A.
Starting and Promoting a "First-Time" Association Seminar Series.
TECHNIQUES.

PUB DATE- Nov 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- Adult Education; Adult Students; *Advertising; *Continuing Education; *Marketing; Persuasive Discourse; Postsecondary Education; *Publicity; *Seminars; *Student Recruitment
IDENTIFIERS- Telemarketing

As the competition among providers in the continuing education market intensifies, universities starting new seminars will need to alter their marketing and recruitment procedures drastically. Telemarketing and a two-step marketing approach will undoubtedly become more widespread in the future. Individuals responsible for marketing continuing education seminars should consider the nine most common objections to registering and try to develop promotional copy that is specifically designed to overcome these objections. Among the strategies of writing successful promotional copy are the following: establish an image of quality and value, describe the program fully, focus on the benefits of the seminar, include testimonials and peer recommendations wherever possible, use words that emphasize immediacy and results, use different copy for different audiences, focus on how a 1- to 3-day investment of time can and will pay off, emphasize the unique aspects of the program, and promote the time and location of the seminar. (MN)

ED 272 697 CE 044 787

National Forum on Building Relationships for Educational Excellence in Corrections Proceedings (Crystal City, Virginia, October 22-23, 1984).

Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Oct 84
NOTE- 192p.; Assistance provided by the Correctional Education Association.
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; Correctional Institutions; Criminals; *Educational Cooperation; *Educational Improvement; *Educational Needs; Literacy Education; Postsecondary Education; *Prisoners; Professional Associations; Program Improvement; Rehabilitation Programs; Vocational Rehabilitation

This document contains the proceedings of an annual conference of corrections officials who gathered in order to build relationships for improving correctional education. Papers in the document include the following: (1) opening general session remarks and conference goals by John K. Wu, Deputy Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education, and Duane Nielsen, Deputy Director, Division of Innovation and Development, U.S. Department of Education; (2) panel summaries--"Department of Education Resources and Practices in Correctional Education" moderated by Allen Wilson, Acting Deputy Director, National Institute of Education, U.S. Department of Education; "Correctional Education Practices and Program Issues," moderated by Dianne Carter, Corrections Education Program Specialist, U.S. Department of Education; and "The Role of Professional Organizations in Support of Correctional Education: Current Practices and Visions for the Future," moderated by Osa Coffey, Executive Director, Correctional Education Association; (3) an address by Robert M. Worthington, Assistant Secretary, Office of Vocational and Adult Education, "Building Partnerships for Educational Excellence in Corrections"; (4) summaries of working sessions; (5) working session forms and documents; (6) conference evaluation; (7) list of participants; and (8) state directors' reports. (KC)

ED 272 726 CE 044 832

Local Advisory Council Handbook. Guidelines for the Establishment, Responsibilities and Operations of Local Advisory Councils in New York State.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

PUB DATE- Aug 86

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Responsibility; *Advisory Committees; *Cooperative Planning; Coordination; Educational Cooperation; Educational Legislation; Linking Agents; *Meetings; Participative Decision Making; Recruitment; *School Business Relationship; State Legislation; *Statewide Planning; *Vocational Education

IDENTIFIERS- *New York

This handbook is designed for the dual purpose of assisting local administrators in establishing and using local advisory councils and helping council members to understand their role in maintaining high-quality occupational education course offerings. Addressed in a section on establishing local advisory councils are authorization, definition, role and purpose, and function. The responsibilities of local administrators with respect to organization of a local advisory council, recruitment, selection, appointment, and orientation are outlined. Provided next are operational guidelines for the following aspects of forming and maintaining an advisory council: individual council members' responsibilities, duties and responsibilities of elected officers, education liaison responsibilities, meeting format and participation, linkage to the New York State Council on Vocational Education, implementation of a program of work, and occupational education program evaluation. Appendixes to the guide include a glossary; New York State education law on local advisory councils; sample local advisory council bylaws, agendas, and topics for a plan of work; guidelines for annual reports; and suggested ways of recognizing council members. (MN)

ED 272 782 CG 019 265

Carter, Ruth
Women and Systems: Is There a Link?
PUB DATE- 6 Mar 86
NOTE- 11p.; Paper presented as part of the Center for Continuing Education of Women's Symposium "Women and the Workplace" (Ann Arbor, MI, March 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Employed Women; *Females; *Feminism; Foreign Countries; *Social Theories; *Systems Approach; *Womens Studies
IDENTIFIERS- United Kingdom

There may be a link between the systems movement and the women's movement. The systems approach allows an observer to identify important relationships and behavior within a system. This approach recognizes that observers of a system will be taking differing and subjective views of the system, depending on their own perspectives. Among the various systems methods, all are systemic (directed towards identifying, understanding, and helping to resolve systems in the problem situation), systematic and iterative. The systems approach is holistic, not reductionist in method. Working women identify features of life enabling them to cope with job and home responsibilities. These insights are the result of a real understanding of the women workers' personal relationships with the mesh of systems which contribute to daily survival. Women in managerial positions can understand key relationships in their working environment, thus exhibiting good systems thinking. Feminist businesses give an example of understanding business systemically by protecting a chosen set of human values in preference to standard criteria for business success. Radical feminists attribute oppression of women to the patriarchical system; socialist feminists attribute it to the capitalist system. Women are using the systems approach at home, at work, and in their political lives. A systematic way of understanding the world can lead to more and better feminist research and action. (ABL)

ED 272 796 CG 019 279

Schneider, Lawrence J.; Dearing, Nancy
Pursuing Therapeugenic Consequences of Restricting Client Smoking during Counseling.
SPONS. AGENCY- North Texas State Univ., Denton.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 278.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); College Students; *Counselor Attitudes; *Counselor Evaluation; Higher Education; *Self Disclosure (Individuals); *Sex Differences; *Smoking; Stress Variables

Theorists and therapists have become increasingly attentive to the role of interpersonal behaviors that facilitate or hinder the ability of the counselor to exert influence over the client during counseling. A study was conducted to examine the impact of a counselor's preference that clients not smoke, client stress levels, client sex, and counselor sex on dimensions of perceived therapist credibility and client self-disclosure tendencies. Using Lustman, Sowa, and O'Hara's (1984) distress inventory, 97 male and 97 female undergraduates were identified who experienced high or low levels of stress. Participants were individually taken to the office of a male or female therapist where "Thank you for not smoking" notices were conspicuous or absent. Subjects were asked to describe their impressions of the therapist from seeing the office and hearing a description of the counseling situation. The results revealed that the "No smoking" request had no influence on the subjects' impressions and that low stress subjects were more willing to self-disclose. Subjects reported feeling that female therapists were more qualified, but high stress subjects felt less safe with female therapists than with male therapists. Males generally felt safer with therapists than females did. (Implications for practitioners and for research are discussed.) (Author/NB)

ED 272 824   CG 019 308

Stone, Robyn; And Others

Caregivers of the Frail Elderly: A National Profile.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
PUB DATE- 86
NOTE- 27p.; An earlier version of this paper was presented at the Annual Meeting of the American Society on Aging (32nd, San Francisco, CA, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Role; *Helping Relationship; National Surveys; Older Adults; Parent Child Relationship; Role Conflict; *Sex Differences; *Stress Variables
IDENTIFIERS- *Caregivers; *Frail Elderly

Many studies have documented the importance of family and friends in providing long-term care to the elderly. A study conducted in 1982 examined a nationally representative probability sample of informal caregivers assisting frail and/or disabled elderly persons in an effort to develop a descriptive profile of the informal caregiver. Data were drawn from the Informal Caregivers Survey, a component of the National Long-Term Care Survey (LTCS). From October 1982 through January 1983, interviews were conducted with 1,924 persons aged 14 years and older who were identified by the elderly participants of the LTCS as providing unpaid assistance with at least one activity of daily living. The results revealed that informal caregivers to the disabled elderly were predominantly female and that three-quarters of them lived with the care recipient. The findings suggest that caregivers as well as care recipients are a vulnerable group since one-third of the cargivers were over age 65, reported incomes in the poor to near-poor category, and described their health status as fair or poor. Less than 10 percent of the caregivers reported purchasing services. Evidence was also found of competing familial and employment demands among a subgroup of caregivers. References and five data tables are appended. (Author/NB)

ED 272 960 CS 505 353

Elmes, Jane M.
The Making of a Myth: Rhetoric of Eye Witness Accounts of the Boston Massacre.
PUB DATE- 86

NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colonial History (United States); *Legends; *Mythology; Persuasive Discourse; *Revolutionary War (United States); Rhetoric; Rhetorical Criticism; Rhetorical Invention; United States History
IDENTIFIERS- *Boston Massacre; *Witnesses

The speed with which the Whigs and Tories recognized the mythical value of events of March 5, 1770, provides students of rhetoric with an example of how violent confrontation can be used for political purposes. Analysis of eye witness accounts of what history has named the Boston Massacre--including an original account of the event by the town of Boston and the transcript of the British soldiers' trial that was held from November 27 to December 5, 1770--shows a contrast between the motives of the alleged participants as portrayed in pretrial rhetorical discourse and the legal arguments for establishing cause at the trial. By studying additional rhetorical forms, including sermons, engravings, and strategies used to promote a particular interpretation of events for audiences in England, it is clear that when historical events are transformed by means of mythical orientations common to rhetoric, they become rhetorical myths. (DF)

ED 272 974 EA 018 697

Brekke, Norman R.
Year-Round Education and Academic Achievement in the Oxnard School District.
Oxnard School District, Calif.
PUB DATE- Feb 86
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (17th, Anaheim, CA, February 2-5, 1986). The use of colored paper and small print may affect legibility for two-thirds of the document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; *Academic Achievement; Cultural Background; Curriculum Development; *Educational Change; *Educational Improvement; Elementary Secondary Education; Ethnic Distribution; Migrant Children; Staff Development; Teacher Effectiveness; Test Norms; *Track System (Education); *Year Round Schools
IDENTIFIERS- *Oxnard School District CA

Since the implementation of educational reform in California in 1981, the Oxnard School District's efforts to improve student achievement have included the following areas of staff development: curriculum revision; proficiency testing for reading, math, and composition; grade promotion and retention standards; and intersession remediation programs. Results of the California Assessment Program (CAP) for grades 3, 6, and 8 from 1981-82 to 1984-85 improved during this period, as demonstrated by test score summaries. The second observation is that of a significant variation in the racial/ethnic composition of the five year-round education and traditional tracks. Third, a significant variation exists from track to track in the average number of years sixth grade students have been enrolled in the school district. Observational data accompany each section of the report. Subsequent observations concern percentages of English proficient students enrolled in the five tracks, including migrant and disadvantaged children. The conclusion is that academic achievement of students is enhanced by the year-round education program. Test score summaries are included as well as a brief report, "Cognitive Retention and the Migrant Child," and profiles of track test results among students in year-round education and traditional track schools. (CJH)

Kirp, David L., Ed.; Jensen, Donald N., Ed.
School Days, Rule Days: The Legalization and Regulation of Education. The Stanford Series on Education and Public Policy.
REPORT NO.- ISBN-1-85000-018-2(pbk)
PUB DATE- 86
NOTE- 389p.
AVAILABLE FROM- Publication Sales, the Falmer Press, Taylor & Frances Inc., 242 Cherry Street, Philadelphia, PA 19106 ($19.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Court Litigation; Educational History; *Educational Policy; Educational Trends; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Futures (of Society); Organizational Theories; *Public Education; *School Law; Special Education; *State Legislation
IDENTIFIERS- Education for All Handicapped Children Act

This volume addresses issues surrounding the regulation and legalization of public education. The introduction, "The Fourth R: Reading, Writing, 'Rithmetic--and Rules" (David L. Kirp), is followed by essays organized in two parts. Part 1, "Regulation and Education," contains the following: "Before Legalism: The New Deal and American Education" (Paula S. Fass); "From Compliance to Learning: Implementing Legally-Induced Reform" (Paul Berman); "Regulating Business, Regulating Schools: The Problem of Regulatory Unreasonableness" (Robert A. Kagan); "The Culture of Policy: Aggregate versus Individualist Thinking about the Regulation of Education" (Ann Swidler); "Teachers' Regulation of the Classroom" (William K. Muir, Jr.); "Educational Paperwork" (Eugene Bardach); "Implementation and Intervention Strategies: The Case of 94-142" (Guy Benveniste); "Education and Federalism: Doctrinal, Functional and Strategic Views" (Richard Elmore); and "The Deregulation Critique of the Federal Role in Education" (William H. Clune). Part 2, "Legalization and Education," contains the following essays: "Toward a Social History of Law and Public Education" (David Tyack); "Limited Monarchy: The Rise and Fall of Student Rights" (Lawrence M. Friedman); "Organizational Factors Affecting Legalization in Education" (John W. Meyer); "Conflicts of Interest in Educational Reform Litigation" (Deborah L. Rhode); "Just Schools" (Doris Fine); "The Legalization of State Educational Policymaking in California" (Donald N. Jensen and Thomas M. Griffin); "The Allure of Legalization Reconsidered: The Case of Special Education" (David Neal and David L. Kirp); and "The New Federalism Goes to Court" (David L. Kirp and Donald N. Jensen). Notes follow each paper and an index is appended. (MLF)

ED 273 002   EA 018 736

Van Geel, Tyll

Searching of Students after "New Jersey v. T.L.O."
PUB DATE- 86
NOTE- 17p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; *Due Process; Elementary Secondary Education; Legal Responsibility; Marijuana; *School Law; School Policy; School Responsibility; *School Safety; *Search and Seizure; *Student Rights; Student School Relationship
IDENTIFIERS- *Fourth Amendment; New Jersey v TLO; Supreme Court

The Supreme Court in 1985 first addressed the issue of balance between a student's right to privacy as stated in the Fourth Amendment and school officials' need to maintain safety. This chapter summarizes the case, explores the meaning of the court opinion, and briefly discusses other issues. The case involved a 14-year-old girl (T.L.O.) whose purse was inspected for cigarettes by a vice principal, revealing marihuana. The girl argued that the search violated the Fourth Amendment and that her confession was tainted by the search. The Supreme Court reversed the state court's ruling that the search was unreasonable, stating that discovery of the marihuana resulted from the reasonable search for the cigarettes. The "T.L.O." opinion brought attention to meaning of the "reasonable grounds" standard and to the scope of a search. The standard appears to allow searching if a school official concludes there are reasonable grounds to suspect evidence. The "T.L.O." standard appears to invite extensive strip searching in high schools, though officials will undoubtedly be reluctant to exploit this leeway. Other issues include whether sniffs by dogs constitute a "search," when a student has conclusively given consent to a search, and how the exclusionary rule is to be applied. (CJH)

ED 273 030 EA 018 764

Effective Schools: Annotated Bibliography. More Effective Schools/Teaching Project.

Spencerport Central Schools, N.Y.

PUB DATE- 85

NOTE- 10p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiotape Cassettes; Editors; Elementary Secondary Education; Newsletters; *Publications; *School Effectiveness; *Teacher Effectiveness; *Videotape Recordings

IDENTIFIERS- *Effective Schools Project; *Effective Schools Research; National Council for Effective Schools

This annotated bibliography, which includes publishers' addresses and prices, provides an overview of the research on effective schools, the implications of this research, and implementation efforts. Titles of four videotapes, two cassette tapes, and seven books are included. Also listed are the names of charter members of the editorial board of "The Effective School Report" and the names, addresses and phone numbers of the members of the board of directors of the National Council for Effective Schools. Membership fees are also quoted for the council. (IW)

ED 272 653 CE 043 028

Rosenblum, Sandra; Goldberg, Joan Carol
The Responsibility of Adult Educators in the Nuclear Age. TECHNIQUES
PUB DATE- Feb 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Education; *Adult Educators; Adult Programs; Community Education; Curriculum Development; *Disarmament; *Integrated Curriculum; *Nuclear Warfare; Peace; *Teacher Responsibility

The task of adult educators is to provide students with informatio as well as opportunities to explore alternatives to the arms race. As a starting point to raising nuclear issues in the classroom and incorporating them into the curriculum, the adult educator can administer a survey or questionnaire to students about nuclear weapons and the threat of nuclear war. Materials and topics concerning nuclear war can be used in reading comprehension, math, composition, environmental science, and child psychology classes. Adult educators also feel the additional responsibility of promoting awareness and discussion of peace issues in the community. They can approach these concerns by incorporating them into a PTA meeting, discussing age-appropriate materials and techniques for dealing with these questions, making lists of materials available, and sharing ideas with others involved in community education. Adult educators must also provide students with the opportunities for taking action. Activities can include influencing policymakers before election time and holding disarmament demonstrations. (YLB)

ED 272 740 CE 044 862

Cuellar, Sylvia
Creating a Classroom Newsletter. From Theory to Practice.
PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Newsletters; *School Newspapers; Student Projects; *Student Publications; *Writing Skills

A weekly classroom newsletter produced jointly by students and teachers is a practical way of involving adult basic education (ABE) students in writing activities while simultaneously increasing each student's ownership of the class. Such newsletters benefit ABE programs by incorporating the following recognized principles of adult education: ABE students want to read a variety of functional materials; adults learn best in a psychological climate in which they feel accepted, respected, and supported; adults enter into educational undertakings with a great accumulation of different kinds of experiences; and adults want and need a learner centered curriculum. Included among the things about which students could be asked to write are the following: the services provided by a local service agency, profiles of themselves for inclusion in a special "class spotlight" section, personal experiences, coming events, and special interest news. Clipped art, anecdotes, or jokes may be added to fill blank spaces. (This article includes a sample newsletter that was produced by the teacher and students in an ABE class in El Paso, Texas.) (MN)

ED 272 810 CG 019 293

Hall, Burnis; Taylor, Sue

Comparison of the Self-Concept and Self-Esteem among Pregnant Adolescent Girls and Their Nullipara Peers.

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Early Parenthood; Females; High Schools; High School Students; *Mothers; *Pregnancy; Racial Differences; *Self Concept; *Self Esteem

The problem of pregnancy among adolescent girls concerns every school system and community in the country. To determine the importance of pregnant adolescents' perceptions of themselves (self-concept) and their perceptions of how they are viewed by others (self-esteem), comparisons were made between their self-concept and the self-concept of their nullipara (never pregnant) peers. Subjects included 50 pregnant adolescents and 50 nullipara adolescent girls. The data gathering instruments consisted of the Tennessee Self-Concept Scale, Rosenberg Self Esteem Scale, and the California Achievement Test. The results indicated that self-concept and self-esteem might be important factors in black high school student pregnancies. The pregnant adolescents did not feel that out-of-wedlock pregnancy had the degree of stigma attached to it that one might suppose. Greater father absence, more school absenteeism, lower socioeconomic status, lower scholastic achievement, and a large percentage of blacks occurred in the pregnant group than in the nullipara group. Adolescent mothers face a bleak future. The problems created by teenage pregnancy must be faced by all and resources must be used with care. (Author/ABL)

Stygall, Gail
Toulmin and the Ethics of Argument Fields: Teaching Writing and Argument.
PUB DATE- Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; Higher Education; Metaphors; Models; *Peer Evaluation; *Persuasive Discourse; *Rhetoric; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Toulmin (Stephen)

Writing instructors who teach argument are familiar with the dilemma of conflicting metaphors: those who teach writing with a process approach may structure their teaching through a growth or benevolent nature metaphor, but cannot deny the tenacity of the "argument as war" metaphor. Breaking this war metaphor requires that ethics become a major consideration in teaching written argument. Stephen Toulmin's model of argument provides an alternative to Rogerian persuasion for achieving an ethical dimension in argument instruction and to classical deductive argument. A Toulmin structure, at the college level, demands a minimum of four parts: data, warrant, backing, and claim. Toulmin's model suggests that facts are constrained by the context of their field or discipline, and that one must first determine the argument field and its corresponding warrants and backing (the reasons why some facts are considered and others are not), before one can arrive at facts, or salient data. In addition to learning the Toulmin model, students must be involved in the evaluation and sorting of data into fields. Students can use this model of analysis to read and respond to arguments written by peers. Thus the act of arguing, rather than forming around the war metaphor, can form around a garden metaphor--cycles, growth, fertilization, flowering, seeding, and weeding. (An illustration of the Toulmin model is included.) (HTH)

Portnoy, Enid J.

Developing Effective Health Communication in Guatemala: The Labor and the Lessons--The Behrhorst Health/Development Program.

PUB DATE- 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Family Health; Foreign Countries; *Health Education; Health Needs; *Health Programs; Health Services; Indians; Patient Education; *Physical Health; Public Health; *Rural Population; Self Care Skills
IDENTIFIERS- *Behrhorst (Carroll); *Guatemala

Many health and development programs have been initiated for the rural poor in the world, but few have achieved as strong an association with the cultural values of the people as has Dr. Carroll Behrhorst's work in Guatemala. The two major communication thrusts of his health programs are education of the native population, emphasizing self-development and preventive health maintenance, and creation of a network of locally selected and trained natives to treat and educate the people about effective health practices. Dr. Behrhorst believes he can develop a public health plan to aid the rural poor throughout the world and that an ideal program would revolve around seven major reforms: (1) social and economic justice, (2) land tenure for the poor, (3) agricultural product marketing, (4) population control, (5) elimination of malnutrition, (6) health training, and (7) modern curative medicine. Underlying all seven reforms is the premise that people must not be denied the opportunity to develop the full range of their potentials. The environment has shaped the Indians of the Central Highlands of Guatemala; the Indians must learn to use their environment to improve their own health and well-being. (DF)

ED 273 016 EA 018 750

Education: Key to Economic Growth. Recent Major Education Initiatives in Support of Economic Development in New York State.
New York State Education Dept., Albany.
PUB DATE- Sep 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Change; *Economic Development; Economic Progress; Educational Improvement; Elementary Secondary Education; *Labor Force Development; Postsecondary Education; *State Programs; *Technological Advancement
IDENTIFIERS- *New York; New York State Regents

Education must address two critical needs of New York State's economic growth: the need to enhance the quality of the labor force and the need to promote technological innovation. The economy of New York has been shifting since the 1970's away from manufacturing and toward services and jobs involving advanced technology. Schools need to upgrade instruction in foundation skills, occupational skills, and professional preparation. The social functions of education must also keep pace with changes in society. Current programs promoting economic growth in New York include the Centers for Advanced Technology, the Industrial Innovation Extension Service, the Regional Centers for Economic Development, various employment and occupational training programs, Tuition Assistance for Dislocated Workers, the Hiring Incentive Program for the Disabled, and training for community college employees. The schools' effectiveness will also be enhanced by several state programs supporting teacher training, educational quality, computer education, literacy, employment preparation, cultural education, dropout prevention, community renewal, scientific and technological education, partnerships with business, scholarships, and other forms of school support. The Task Force on Education and Economic Development of the Regents of the University of the State of New York will continue to develop and support programs encouraging education for economic development. (PGD)

ED 272 712 CE 044 811

Pest Management Specialist (AFSC 56650).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 84
NOTE- 846p.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Chemical Occupations; *Agricultural Education; Behavioral Objectives; Civil Engineering; *Communicable Diseases; Correspondence Study; *Disease Control; Entomology; Environmental Standards; Equipment Utilization; Hygiene; Learning Activities; Military Personnel; Military Training; *Pesticides; *Pests; Plant Pathology; Postsecondary Education; Rats; Safety; Safety Equipment; Sanitation; *Vocational Education
IDENTIFIERS- Air Force; Military Curriculum Materials

This eight-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for pest management specialists. Covered in the individual volumes are civil engineering; pest management (entomology, pest management planning and coordination, and safety and protective equipment); pest management chemicals and equipment (pesticides in the environment, pesticide characteristics and classification, and pesticide dispersal equipment); disease vectors (mosquitoes, flies, fleas, lice, ticks, and mites); vertebrate pests (rodents, birds, and others); economic pests (pests of stored products, structural pests, and ornamental and turf pests); household, venomous, and vegetative pests; and general contingency responsibilities (first aid techniques, field hygiene and sanitation, work party security, convoy techniques, expedient field water treatment, and vehicle operation). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises and a change supplement for the package are also included. (MN)

ED 272 770 CE 044 951

Wolford, Bruce I., Comp.; And Others
Correctional Education: Perspectives on Programs for Adult Offenders. Information Series No. 310.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 69p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN310, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Education; *Correctional Education; *Correctional Institutions; *Correctional Rehabilitation; *Delinquent Rehabilitation; Human Services; Learning Disabilities; Legal Responsibility; Postsecondary Education; *Prisoners; Recidivism; *Vocational Rehabilitation

The chapters of this monograph review some of the major concerns in correctional education. In "Observations on Correctional Education," Bruce I. Wolford sketches some of the problems hampering correctional educators, particularly the difficulties of serving the large illiterate and functionally illiterate populations. Osa D. Coffey's chapter on "Trends in the Administration of Correctional Education" focuses on the state adult correctional systems and various administrative models, especially the correctional school district model. Five crucial factors in effective programs are identified. "Equity and Legal Issues in Correctional Education" by Paul Moke discusses inmates' right to treatment, freedom from illegal conditions of confinement, equity for females, educational access for special populations, and constitutional and statutory duties of correctional educators. In "The Learning Handicapped Adult Offender," Robert B. Rutherford, Jr., and C. Michael Nelson address the legal mandate for serving this population, prevalence of handicapping conditions, and components of effective programs. In the fourth chapter, John W. Waidley focuses on "Vocational Education, Industries, and Career Education in Corrections." Societal beliefs regarding work and its ability to "cure" criminals and prevent recidivism are examined. Finally, "Postsecondary Correctional Education" by John F. Littlefield investigates the relatively new development of postsecondary programs for incarcerated populations. An eight-page list of references concludes the document. (SK)

ED 272 869 CS 209 861

Darvas, Elizabeth
Support Material for a Literature and Expressive Language Curriculum in the Primary Grades.
PUB DATE- 85
NOTE- 381p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Childrens Literature; Educational Objectives; Educational Resources; *English Curriculum; *Expressive Language; Fables; Fantasy; Films; Integrated Activities; *Language Arts; *Learning Activities; *Literature Appreciation; Poetry; Primary Education; Program Evaluation; Program Implementation; Reading Materials
IDENTIFIERS- Dade County Public Schools FL

Reporting on a doctoral practicum that examined children's literary works and developed related expressive language activities, this document contains a description of the practicum--including its purpose, goals, procedures, and results--and a guide for primary teachers to use in language arts instruction. The expressive language activities outlined in this guide for literature suggested under six categories (Mother Goose, modern literature, traditional literature, poetry, fables, and film) include pantomime, oral

expression of feelings, retelling stories in sequence, discussion, and acting out the story. Activities, also categorized according to grade levels (kindergarten through grade three), offer a synopsis of each literary work and procedures for carrying out the activity. (HOD)

ED 272 884 CS 209 966

Composition in the English Language Arts Curriculum K-12.

New York State Education Dept., Albany. Bureau of English Education.

PUB DATE- 86
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary Secondary Education; *English Curriculum; Evaluation Methods; Grouping (Instructional Purposes); *Program Development; *Program Evaluation; Program Implementation; State Curriculum Guides; *Writing Instruction; *Writing Processes; *Writing Skills

Intended to help school personnel develop and implement a comprehensive, articulated writing program at the district, building, and classroom levels, this manual emphasizes writing as a composing process, describes the stages of the writing process, and outlines the composing skills expected of students in kindergarten through twelfth grade. In addition, the manual provides suggestions for organizing the classroom for writing instruction, ideas for grouping, suggestions for incorporating instruction in the correct and effective use of written language in the composing process, and a summary of commonly used evaluation techniques. A bibliography of selected references is also provided for those who wish to explore the composing process in greater detail. Various support materials, primarily evaluative, are appended. (HOD)

ED 272 899 CS 209 997

Siegel, Gerald
Teaching English to the LD College Student: A Research Survey.
PUB DATE- 11 Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (17th, Philadelphia, PA, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Educational Diagnosis; *English Curriculum; *English Instruction; *Exceptional Persons; Grammar; Higher Education; *Learning Disabilities; Mainstreaming; Reading Difficulties; *Special Education; Student Needs; Writing Difficulties; Writing Evaluation; Writing Research; Writing Skills

Noting that although learning disabled (LD) students are attending college in increasing numbers there are few specific course strategies for helping these students (except for adaptations of existing programs and emphasis on elementary or secondary students), this paper reviews resources on a variety of topics as they relate to LD students. Among the materials discussed are those relating to (1) definitions and diagnosis of LD, (2) specific difficulties in English classes, (3) specific skill deficits of LD writers, (4) effective nontraditional teaching methods, (5) campus-wide support systems, (6) compensatory learning strategies, (7) error analysis in assessing writing, (8) the process approach to writing instruction; (9) teaching literature, and (10) teaching reading. The paper concludes that future literature on LD students should describe successful teaching methods and course content in English instruction, and should investigate how the use of techniques that were successful with mainstreamed elementary and high school students have worked when applied to college students. (SRT)

ED 272 917 CS 210 018

Roth, Robert G.
Audiences, Imagined and Real: Students' Composing Strategies.
PUB DATE- 18 Mar 83
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Case Studies; College Freshmen; Remedial Instruction; Two Year Colleges; Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness

A writer's audience may sometimes be actual readers (real individuals) or implied readers (the reader role the text imposes). Intended readers are individuals the writer expects will actually read the text while the addressed readers are those to whom the writer directs his or her comments--an important distinction in academic writing. For example, a student may write a paper with his or her sociology instructor as the intended audience, but with other English teachers as the addressed audience. Successful student writers understand the need to have a good grasp of who their addressed reader is and to choose their tone and rhetorical strategies based on their sense of this addressed reader. They know that the addressed reader may be someone different from the intended reader, and they have developed strategies for temporarily forgetting their intended readers in favor of the addressed reader when appropriate. Writers' awareness of actual readers leads them to analyze the audience, but awareness of implied readers leads them to continually reread and mold the emerging text to evoke the desired audience reactions, expectations, and attitudes. Community college freshmen appear to know little about how to create and sustain any purposeful role for a reader. These students must be shown how effective writers create an implied reader as they write--a role for the reader to adopt while reading. Writing for a more general audience, although sometimes more difficult, may lead writers to explore the material more deeply. Writing for a narrower audience may stifle any tendency to achieve new insights or to find more complex integrations of the material at hand. (A model of actual and implied readers and case study materials are included.) (HTH)

ED 273 031 EA 018 765

Sudlow, Robert E.

What Is an Effective School?

Spencerport Central Schools, N.Y.
PUB DATE- 85
NOTE- 11p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Definitions; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Factor Analysis; Minimum Competencies; *Minimum Competency Testing; Program Evaluation; *School Effectiveness
IDENTIFIERS- *Disaggregated Analysis; *Effective Schools Research; New York (Spencerport)

Although the topic of effective schools is a popular one among today's educators, researchers, and publishers, there still is no commonly agreed upon definition of an effective school. One definition given by Ronald Edmonds and Lawrence Lezotte is notably precise, measurable, attainable, and easy to determine. They defined an effective school as one which demonstrates the following criteria: (1) 95 (or greater) percent of all students at each grade level demonstrate minimum academic mastery and are prepared to succeed in the next grade anywhere in the United States; (2) there shall be no significant difference in the proportion of students demonstrating minimum academic mastery as a function of socioeconomic class; and (3) the above two conditions have been obtained for a minimum of three consecutive years. Minimum academic mastery is measured by performance on a standardized test (preferably criterion-referenced as opposed to norm-referenced). A disaggregated analysis can be used to determine school effectiveness as well as to establish school district standards higher than those set by a state education department. It also is a simple, effective tool for proving or disproving hypotheses or questions. Eleven footnotes are appended. (IW)

ED 273 045 EA 018 782

Increasing Student Attendance. NSSC Resource Paper.
National School Safety Center, Sacramento, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Feb 86
NOTE- 26p.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attendance; *Change Strategies; *Dropout Prevention; *Dropout Programs; Intervention; School Holding Power; Secondary Education; *Truancy

Strategies for preventing or responding to truancy and dropping out of school are offered in this resource paper. The document's first few pages draw on statistics from around the United States to illustrate the magnitude of the problem in terms of both its scope and its consequences. The paper then turns to its major focus, strategies to increase attendance. Addressing first the problem of truancy, actions to prevent the development of truant behavior are suggested. Strategies for intervening to prevent truancy from becoming habitual are presented next, and then methods for coping with chronic truancy are offered. Four currently operating programs for responding to truancy are described and contact persons named. The paper next considers strategies related to dropping out, beginning with strategies for prevention. Intervention strategies are presented next, followed by methods for dealing with chronic or permanent dropouts. Four dropout programs are described and addresses for further information provided. The strategies suggested involve the schools, the community, and legal and judicial authorities. The activities include organizing a truancy prevention committee, having a clearly stated truancy policy, improving communication, providing student counseling, offering special training for teachers and staff, setting up alternative educational programs, and cooperating with juvenile authorities. Useful publications and helpful organizations are listed and reprints of recent articles about the truancy problem are provided. (PGD)

ED 272 654 CE 043 029

Stubblefield, Harold W.

The What and How of the Syracuse Collection. TECHNIQUES.

PUB DATE- Apr 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)

DESCRIPTORS- *Adult Education; *Continuing Education; Educational Resources; Higher Education; *Library Collections; *Publications
IDENTIFIERS- *Syracuse University NY

Information is provided on the Syracuse University Publications in Continuing Education (SUPCE) and the Syracuse University Resources for Educators of Adults (SUREA). One section describes the material contained in SUPCE. It reports that SUPCE prints and distributes materials produced or related to SUREA and is the distributing agent for some adult education organizations. Another section describes the range of materials contained in SUREA. These include the collections (books, pamphlet file, periodicals and newsletters, nonprint media, and oral history), archives and manuscripts, and the photograph collection. Information is then presented on how to obtain access to the collections. Addresses for order forms and information are provided. (YLB)

Lomax, Denise, Comp.; Mills, Ronnie, Ed.
Expanding Knowledge in Criminal Justice. A Comprehensive Bibliography. Publications of the National Institute of Justice. Cumulative Supplement 1978-1982.
Aspen Systems Corp., Rockville, MD.
SPONS. AGENCY- National Criminal Justice Reference Service, Rockville, Md.
PUB DATE- Jun 84
NOTE- 189p.
CONTRACT- OJARS-84-C-001
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Community Programs; Correctional Institutions; Correctional Rehabilitation; Crime; *Crime Prevention; *Criminal Law; *Criminology; Demonstration Programs; *Justice; *Law Enforcement; Police; Police Education; Program Descriptions; Program Development; Research
IDENTIFIERS- *Criminal Justice; Criminal Justice System

This volume of the "Publications of the National Institute of Justice" encompasses all documents published for distribution by the National Institute of Justice from 1978 to 1982. This comprehensive bibliography, which covers all the annual supplements since the last cumulative volume (1978), provides criminal justice professionals with a key to research sponsored and published by the Institute. It contains citations for documents disseminated primarily through the U.S. Government Printing Office or the National Institute of Justice/National Criminal Justice Reference Service. Citations in Part I are listed in alphabetical order by title. Each citation contains bibliographic information (title, author, publisher, pagination, date of publication), abstract, supplemental notes, sponsoring agency, and availability. Part II provides cumulative listings, in alphabetical order by title, of eight specialized series of publications: Program Models, Test Designs, Exemplary Projects, Policy Briefs, National Evaluation Program Reports, Crime and Justice, Technology Assessment Program, Criminal Justice Research Utilization Program, and Crime and Justice: An Annual Review of Research. Subject and author indexes are provided. (YLB)

ED 272 698 CE 044 792

Building Partnerships for Excellence in Correctional Education. A National Conference on Correctional Education. Proceedings (Arlington, Virginia, October 21-23, 1985).

National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 163p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Vocational Education; Bilingual Education; Child Rearing; Conference Proceedings; Cooperative Programs; *Correctional Education; Disabilities; Educational Cooperation; *Educational Improvement; *Federal Legislation; Females; Law Related Education; Nontraditional Occupations; Program Improvement; Special Education; *Womens Education

IDENTIFIERS- Job Training Partnership Act 1982

These proceedings represent major addresses, panel presentations, and abstracts of workshops from a conference to develop partnerships, coordination, and cooperation among the correctional education field. Federal agencies, professional organizations, and the private sector in addressing juvenile and adult offender education needs. The two major addresses consider specific efforts of the U.S. Department of Education in the area of corrections education (Bruce M. Carnes) and characteristics of effective correctional schools (Jacqueline M. McMickens). The topic of the six presentations comprising the Assistant Secretaries Panel (Department of Education) is "Current Support and Projects in Correctional Education: Partnerships and Visions for the Future." The five presentations of the Directors of Federal Agencies Panel address "Federal Concerns and Support for Educating Offenders." Minutes of the meeting of State and Federal Directors of Correctional Education are presented. Abstracts are then provided for the 36 workshops. The abstract for each workshop provides title, presenter, abstract, target population, results of the workshop, and contact person. Representative topics include Chapter I, adult basic and vocational education projects, educational improvement through technology, Federal legislation, Women's Educational Equity Act, National Adult Literacy Initiative, vocational education discretionary programs, learning deficiencies, law-related education, effects of incarceration on parenting, grant writing, special education, library services, National Diffusion Network, transition programs, private sector involvement, correctional educator skills and characteristics, bilingual vocational education, women's vocational programs, and the Job Training Partnership Act. Appendixes contain listings of conference staff, presenters, and participants. (YLB)

ED 272 727 CE 044 833

Hunting, Gordon; And Others
Evaluating Vocational Training Programs. A Practical Guide.
World Bank, Washington, D. C.

REPORT NO.- ISBN-0-8213-0703-7
PUB DATE- Apr 86
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Curriculum Evaluation; Enrollment Trends; Equipment Evaluation; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Institutional Evaluation; Instructional Material Evaluation; Measurement Techniques; *Operations Research; Outcomes of Education; Personnel Evaluation; Program Effectiveness; *Program Evaluation; *Vocational Education

This guide is intended to serve as a systematic checklist for evaluators of vocational training institutions and for directors of schools or skills centers who want to identify areas in need of improvement. Discussed first are steps in defining the purpose of the evaluation (nature and objectives of the project, point of view, and the initial checklist). The next two chapters examine techniques for evaluating the efficiency of operations (qualitative and quantitative evaluations and the central training system) and external efficiency (cost, outcome, comparison of costs and outcomes, labor market indicators, and equity objectives). Covered in a concluding chapter on summary assessments and procedures are internal and external efficiency. Appendixes to the manual include checklists for making qualitative and quantitative evaluations of the efficiency of operations (content and quality of courses, students and trainees, staffing and staff development, physical resources, organization and management, and interrelations with industry); assessing the central training system (policies, planning, and development; central and regional control; and background information and questionnaires); and gathering background information on the efficiency of operations (enrollment, instructor qualifications and experience, support staff, facility scheduling, operating costs, and expenditures). Seventeen sample forms and questionnaires for interviews and observations are provided. (MN)

ED 272 755 CE 044 883

Behal, Elizabeth L.
After the GED Tests: Postsecondary Education Enrollment Patterns and Perceptions of GED Examinees. Research Studies, Number 5.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
PUB DATE- Sep 83
NOTE- 23p.; For related documents, see CE 044 879 and CE 044 822.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Attitudes; *Enrollment; Experiential Learning; *High School Equivalency Programs; Nontraditional Education; Postsecondary Education; *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- *General Educational Development Tests

During Spring 1982, a follow-up to the Spring 1980 national survey of General Educational Development (GED) examinees was conducted to determine which GED examinees enrolled in postsecondary educational programs, the types of programs selected, and if there were differences between the GED examinees who enrolled and those who did not. Variables examined included age, gender, highest level of education achieved prior to taking the GED tests, occupation at the time of taking the GED tests, current occupation, successful diploma achievement, and opinions about postsecondary education. Examinees were also asked about the granting of academic credit for extrainstitutional learning at the institutions attended. The results showed that the largest percentage of enrollments was in community or junior colleges, the smallest in four-year colleges or universities. Trade schools, technical schools, and apprenticeship programs had similar enrollment percentages. There were fewer enrollments reported in programs that awarded academic credit for extrainstitutional learning. Examinees in the late-30s age group had a high percentage of enrollments in technical schools and apprenticeship programs. There was a higher percentage of women in four-year colleges or universities. Nonenrollees varied from enrollees on opinion statements dealing with the ease of admission to postsecondary programs and the concept of universal postsecondary education. The concept of academic credit for extrainstitutional learning was positively received, as was the idea of postsecondary information centers associated with GED testing centers. The survey instrument is appended. (Author/KC)

ED 272 783 CG 019 266

Weiss, Anna G.; Rohwer, William D., Jr.

Relationships between Personality Factors and Types of Test Items in a College Multiple-Choice Exam.

PUB DATE- Aug 86

NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Students; Higher Education; *Personality Traits; *Study Habits; *Testing; *Test Items

Three main facets have been postulated to interactively comprise the student achievement complex. These include the student's motivational make-up, study behaviors and strategies, and cognitive and self-management demands with student study activities. This investigation is a subset of a series of studies on personality correlates, study strategies, and academic achievement. As a part of a test battery, the California Psychological Inventory (CPI) and two forms of the Study Activity Survey (SAS), a self-report inventory of students' study behaviors, were administered to 220 college students. Criterion information consisted of two pools of 50- and 150-item examinations given in an introductory psychology course. These test items were coded into fact and comprehension categories and correlated with subsets of both CPI scales and SAS clusters of items. The results revealed systematic patterns of achievement orientation and type of test item. Study strategies varied non-randomly with both personality patterns and item types in the examination. Implications for refinement of techniques to identify the non-optimal student, aids in studying, and design of examinations in college social science classes are discussed. (Author/ABL)

ED 272 797 CG 019 280

Biaggio, Mary Kay
Anger: A Feminist Perspective.
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Anger; *Change Strategies; *Feminism; *Phenomenology; *Research Problems; *Social Change; Social Control

Research in the area of anger has traditionally been pursued from a reductionist and empiricist perspective and has taken place mainly on an individual level. The reductionist approach defines anger as an experience with physiological, cognitive, and behavioral components which can be defined and assessed. This approach ignores the phenomenology of the anger expeience, the social context of anger, and anger expression as an instrument for social change. The feminist perspective emphasizes the importance of the individual experience and thus values a phenomenological approach to assessment. The relationship between anger and aggression has proceeded in an empirical fashion with variables and procedures that can be manipulated in the laboratory forming the basis for the accumulating body of information. Several problems arise from the laboratory approach which might be remedied if researchers studied anger under real-life circumstances or emulated real-life conditions in their research. Recent research has explored the means to control anger while ignoring an important aspect of the anger experience; namely, anger expressed by oppressed groups in the context of movements for change (women's liberation, civil rights). The failure of social scientists to recognize the anger of disenfranchised groups in the context of social movements has serious ramifications. The feminist perspective allows an examination of the broader social context in which anger arises and the validation of the anger experience as a sometimes justifiable response to social-political conditions. (NB)

ED 272 825 CG 019 309

Mayer, John D.; Bower, Gordon H.

Detecting Mood-Dependent Retrieval.

PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cues; *Recall (Psychology); *Research Problems; *Retention (Psychology); *Theories; Validity
IDENTIFIERS- *Moods

The mood-dependent retrieval hypothesis states that mood will enhance recall by acting as a recall cue if the stimuli have been learned initially in the same mood. Material learned in a happy mood will be best recalled when the person returns to a happy mood; the same holds for a sad mood. Mood-dependent retrieval effect has been regulary demonstrated but has also regularly failed to replicate in a laboratory setting. Relations between mood states, states in general, and memory are not well understood. A first possible specification of what causes the mood-dependent retrieval effect is experimenter demand. An important precondition for obtaining the mood-dependent retrieval effect is to insure strong mood-inductions. Another moderator of mood-dependent retrieval may be whether or not retrieval cues alternative to mood, such as the room, are available to cue recall. Item-mood associations can be heightened using to-be-remembered stimuli that can be perceived as causing the mood or by having subjects generate their own items for recall while in the particular mood. None of these factors suggested to explain mood-dependent retrieval can do so by itself. If mood dependent retrieval is found in experiments which simultaneously use effective mood inductions, eliminate alternative cues, and enhance mood-stimuli associations, then more reliable demonstrations of mood-dependent retrieval may be possible. (ABL)

ED 272 839 CG 019 323

Leahey, Thomas H.; And Others
Wundt on Introspection: Reflection on Current Controversy.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Cognitive Style; Counseling Techniques; Counseling Theories; Psychology
IDENTIFIERS- *Introspection; *Wundt (Wilhelm)

Wilhelm Wundt provided a complete and concise description of his introspective method in a 1907 paper criticizing the thought experiments conducted by the Wurzburg psychologists. This major work is now being translated for the first time. For Wundt, the role of experimental method was to ensure the best conditions for observing and reporting conscious experiences, with the aim of gathering reliable results upon which a systematic science of consciousness could be erected. Wundt had four rules for correct introspective practice: (1) the introspective observer must be able to decide for himself at what point to begin observing the mental process under investigation; (2) the observer must be in a state of heightened attention; (3) each observation must be repeated again and again under the same conditions; and (4) circumstances under which the phenomenon occurs must be investigated by varying the accompanying experimental situations. Wundt's rules and practices for scientific introspection are related to contemporary debates in cognitive science over the nature and proper use of introspection. Current critiques of introspective methods for investigating thinking were anticipated by Wundt in 1907. (Author/ABL)

ED 272 854   CS 008 525

Denhiere, Guy; And Others
Learning from Text: Effects of Age and Prior Knowledge.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Psychology; *Encoding (Psychology); Foreign Countries; Learning Theories; Memory; *Prior Learning; Reading Instruction; *Reading Processes; *Reading Research; *Recall (Psychology); Schemata (Cognition)
IDENTIFIERS- Belgium

A study investigated the relationship between prior knowledge, age, instruction, and the relative difficulty and importance of a text in the reading processes and knowledge acquisition of elementary school children in Belgium. Two groups of 42 students (10 and 12 year olds) were given a knowledge questionnaire two months prior to the experimental task. For the experimental task, students read a selection and were told to memorize it or summarize it. Results indicated that age, prior knowledge, and relative importance of the text were significant factors in how well the students read (acquisition input). Age, relative importance, and relative difficulty of the text affected memorization (acquisition output). The results suggest that the analysis of knowledge acquisition by text must take into account both input and output performance variables. A 21-item list of references concludes the document. (SRT)

ED 272 961 CS 505 355

Kurth, Ruth Justine; Kurth, Lila Mae

A Comparison of Fathers' and Mothers' Speech Patterns When Communicating with Three, Four, and Five-Year-Old Children.

PUB DATE- Apr 86

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Patterns; *Communication Research; Developmental Stages; *Fathers; Language Usage; *Mothers; Parent Child Relationship; Preschool Children; Preschool Education; Sex Differences; *Speech Communication; *Speech Habits; Young Children

A study compared mothers' and fathers' speech patterns when speaking to preschool children, particularly utterance length, sentence types, and word frequencies. All of the children attended a nursery school with a student population of 136 in a large urban area in the Southwest. Volunteer subjects, 28 mothers and 28 fathers of 28 children who ranged in age from two years eight months to three years five months, were video and audio taped as they played with their children in a playroom before having an individual conference with the child's teacher. Both the mother and the father were observed when alone with the child. Analysis of the tapes suggested that parents modify their language in similar ways in order to accommodate their preschool children, although their communication patterns appear to vary in the areas of sentence types and word frequencies. Fathers used significantly more interrogative sentences, while mothers used significantly more declarative sentences. More research is needed to clarify the ways in which parents modify their language for their children and to take into account the sex of the child, the educational level of the parents, and the socioeconomic differences among parents. (DF)

ED 272 989 EA 018 723

Clifton, Rodney A.; Bulcock, Jeffrey W.
Ethnicity, Teachers' Expectations, and Students' Performances in Ontario Schools.
PUB DATE- Jan 86

NOTE- 36p.; An earlier version of this paper was presented at the Annual Meeting of the Canadian Society for the Study of Education (1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cultural Differences; *Ethnic Bias; Ethnic Stereotypes; Foreign Countries; *Non English Speaking; Secondary Education; Social Mobility; Social Stratification; Socioeconomic Background; Socioeconomic Influences; *Teacher Attitudes; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- Canada; *French Speaking; Ontario; *Yiddish Speaking

Within Canada, the examination of stratification and mobility has traditionally been related to both class and ethnicity. Previous research has not examined the theory that educational institutions may be, in part, perpetuating the vertical mosaic, because teachers assume that children from certain ethnic groups can learn more and faster than children from other ethnic groups. This document reports on research dealing mainly with the relationships among ethnicity, teachers' expectations, and the differences in educational performances of French-speaking and Yiddish-speaking students, when the effects of ability, aspirations, and a number of other theoretically relevant variables have been taken into consideration. A causal model incorporating both normative and cognitive expectations of teachers was used, with data limited to students in grades 9 and 10. Results show that teachers appear to base their expectations upon intellectual ability and past performance of students rather than upon ethnicity, sex, and socioeconomic status. Moreover, the data indicate that expectations affect the teachers' assigned grades to a greater degree than they affect student achievement on standardized examinations, in which ethnicity does relate to the results. Three pages of notes, three pages of references, two figures, and three tables are appended. (Author/IW)

ED 273 003 EA 018 737

Beckham, Joseph C.
Objective Testing To Assess Teacher Competency: Emerging Legal Issues.
PUB DATE- 86
NOTE- 15p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; Civil Rights; Court Litigation; Due Process; Elementary Secondary Education; *Employment Practices; Equal Protection; Evaluation Criteria; *Minimum Competency Testing; *Teacher Certification; *Teacher Evaluation; *Teacher Rights
IDENTIFIERS- National Teacher Examinations

Use of nationally standardized tests to determine teacher competency continues to be a subject for review in state and federal courts. School district policies have promoted minimum score requirements as a basis for employment decisions concerning certification, hiring, renewal, promotion, and merit pay. Legal challenges to these policies focus upon the constitutional guarantees of due process and equal protection and on the "disparate impact" provisions of Title VII of the Civil Rights Act of 1964. The most often utilized objective test is the National Teacher's Examination. The extent to which districts can rely upon competency testing in setting policy is uncertain. Sole reliance on a test for making adverse employment decisions, or setting salary differentials or standards for merit pay, however, remains a suspect practice particularly where discrimination is at issue. Legal challenges may increase as teachers' unions and civil rights groups target testing in situations other than certification. School boards should draft testing policies that correspond to appropriate educational objectives. Employees should be advised of identified deficiencies and should be provided with opportunities for reexamination. Despite reluctance to intervene in educational policymaking, judges often are sensitive to employment litigation that cross-cuts social issues. To minimize complications, an agreement between parties may permit equitable use of competency examinations. (CJH)

ED 272 685 CE 044 768

Broadbooks, Wendy J.
Issues in the Development and Evaluation of Cross-Cultural Training in a Business Setting.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Business Education; *Cooperation; *Cross Cultural Training; Group Dynamics; *Management Development; *Meetings; *Program Effectiveness

Issues in the development and evaluation of cross-cultural training in a business setting were investigated. Cross-cultural training and cross-cultural evaluation were defined as training and evaluation of training that involve the interaction of participants from two or more different countries. Two evaluations of a management development-type course on conducting successful small group meetings were conducted. The first course evaluation involved 15 participants from the United States. The evaluation methods included observation, interviews with course participants, questionnaires completed by participants, and a group debriefing. The second evaluation involved 12 participants from several European locations who took the revised version of the same course. Both evaluations resulted in relatively high ratings of the overall effectiveness of the course from the participants. Strengths of the training identified by U.S. participants included relevancy to job responsibilities, use of role plays to practice skills, use of videotapes, and instructors. Strengths identified by international participants were relevancy to job responsibilities; opportunity to practice skills in role plays, simulations, and practice teaching; and instructors. Four areas that needed to be considered to ensure appropriateness of training for international audiences were (1) reviewing course content to make sure terminology, acronyms, and words are defined clearly; (2) slowing down, subtitling, or dubbing videotapes; (3) reviewing time estimates; and (4) allowing participants to do role plays in their native languages. (YLB)

ED 272 713 CE 044 812

Metal Fabricating Specialist (AFSC 55252).

Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 82

NOTE- 730p.

LANGUAGE- English

EDRS Price - MF04/PC30 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Assembly (Manufacturing); Behavioral Objectives; Correspondence Study; Equipment Utilization; Finishing; Hand Tools; Hygiene; Learning Activities; Machine Tools; Mathematics Skills; *Metals; *Metal Working; Military Personnel; *Military Training; Postsecondary Education; Safety; Sanitation; *Sheet Metal Work; *Trade and Industrial Education; *Welding

IDENTIFIERS- Air Force; Military Curriculum Materials

This seven-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for metal fabricating specialists. Covered in the individual volumes are general subjects (career progression, management of activities and resources, shop mathematics, and characteristics of metals); sheet metal tools and equipment (cutting tools and equipment; drilling, punching, and fastening; folding, forming, and seaming equipment and spot welding, lead soldering, and sealing); installed equipment and doors (fixed utility equipment, awnings and canopies, metal roof parts, and doors and gates); layout and duct systems (drawings and layout, seams and joint connections, characteristics and control of airflow, duct systems, and stacks and ventilators); oxyacetylene welding (equipment, welding and brazing castings, oxyacetylene cutting, forging, and carbon steel and heat- and corrosion-resistant ferrous alloys); electric welding and metallic arc equipment (preparation; metallic arc welding and applications; and gas-shielded, tungsten-inert-gas, and pipe welding); and general contingency responsibilities (first aid, field hygiene and sanitation, work party security, and convoy techniques). Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Volume review exercises and a change supplement for the package are also included. (MN)

ED 272 741 CE 044 863

Taylor, Lyn; Brooks, Kathryn
Building Math Confidence by Overcoming Math Anxiety. From Theory to Practice.
PUB DATE- 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Attitude Change; Classroom Environment; Females; *Mathematics Anxiety; *Mathematics Instruction; *School Attitudes; *Self Esteem

Unfortunately, many students have negative feelings toward mathematics that can lead to math anxiety and subsequent poor performance in or avoidance of mathematics classes. These feelings may have been brought about by negative math classroom experiences, negative parental attitudes toward math, or societal stereotyping of mathematics. The notions that math (1) is a male domain and (2) requires logic, not intuition, are both myths. The learning of mathematics is a developmental process that takes time and practice. Negative attitudes toward or anxiety over mathematics can be altered by establishing a supportive classroom environment, using concrete manipulative materials to help bridge the gap between concrete learning and abstract thought, using a variety of teaching techniques, and addressing the student's personal attitudes toward math. (This guide includes a worksheet that is intended to assist students in confronting their math anxiety. It contains information on how to take charge of one's own study, classroom, and test environments; create success; and distinguish the facts about learning math from the myths.) (MN)

ED 272 811 CG 019 294

Thomas, M. Carolyn

Effective Methods for Increasing Scores on Standardized Tests.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Preparation; *College Students; *Educational Counseling; Higher Education; *Remedial Programs; *Standardized Tests; Student Improvement; Student Needs; *Test Wiseness

The hypothesis that a major cause of college students' low scores on standardized tests is underpreparedness was supported by data collected at Alabama State University where a freshman survey revealed that approximately 89% of the sample had not taken the college preparation program in high school. Four sessions of test-taking skills were provided for 35 students preparing for the Business Test of the Undergraduate Assessment Program. These students' test scores were compared with scores of students who had not attended the sessions. While the treatment group performed better than the control group, the results indicated a need for further research. Students seeking help to increase their ACT scores to 16 received a comprehensive program involving: (1) careful diagnosis of deficiencies; (2) recommendation of an individualized plan of action; (3) referrals to the appropriate courses and laboratories; (4) advisor and counselor evaluation conferences; and (5) test-taking training groups. Of the 23 students who completed the recommended remediation, over 90% achieved the 16 or greater score on the ACT. The method was judged to be effective. Test-taking training was found to be effective when combined with remediation in content and skills areas. The greatest problem in increasing test scores was found to be the unwillingness of students to take additional courses or to spend time in laboratories to increase preparedness. These findings suggest several recommendations for both high school and college personnel. (NB)

ED 272 932 CS 505 301

Covington, William G., Jr.

Non-Fiction Television: Not a Replication of Reality.

PUB DATE- 13 Nov 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Cable Television; *Commercial Television; *News Media; *News Reporting; Realism; Research Methodology; Research Needs; *Television Research; Television Viewing
IDENTIFIERS- *Reality; Television Criticism; *Television News

Recent research has focused on the faulty implications emitted by factual television accounts of real events, while television news has been described as a pseudo-reality created from the ongoing flow of events. Furthermore, the convenient metaphorical language of television news often creates images of reality in such a way that the reality and the description are indistinguishable. More research should focus on short and long term implications of a steady diet of television on viewers and investigate factors concerning media literacy. As more specialized cable networks become available, the language of the medium--which changes in response to technological advances--will be altered to emphasize areas of interest to a select audience rather than a mass conglomerate. Research methodologies must evolve in conjunction with changes in the medium's language. Thirty footnotes and a bibliography are appended. (SRT)

ED 272 946 CS 505 335

Rossi, Ana Maria; Todd-Mancillas, William R.

Visualization: An Alternative or Supplemental Procedure in the Treatment of Excessive Communication Apprehension.

PUB DATE- Jun 86
NOTE- 14p.; Paper presented at the Annual Conference of the American Association for the Study of Mental Imagery (8th, Chicago, IL, June 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Cognitive Restructuring; *Communication Apprehension; Communication Research; Communication Skills; *Desensitization; Higher Education; *Interpersonal Competence; *Intervention; Public Speaking; Skill Development; Speech Instruction; *Visualization

Intended for use by speech and communication scholars, this paper uses the extensive body of research on communication apprehension as the basis for a discussion of three conventional approaches toward the treatment of excessive communication apprehension: systematic desensitization, social skills development, and cognitive modification/rational emotive therapy. The paper describes each procedure and contrasts it with the others, suggesting that no one approach is without its distinct advantages and disadvantages. It then describes visualization, a step-by-step procedure similar to systematic desensitization, in that clients are taught to imagine in detail an otherwise anxiety producing situation, and similar to cognitive modification, in that it involves imagining in detail the successful mastery of skills necessary to communicate effectively. The paper concludes with a call for additional research on the appropriateness of visualization for the treatment of communication apprehension and the facilitation of communication skill development. A three-page list of references concludes the document. (FL)

ED 272 975 EA 018 698

Jenkinson, Edward B.
The Schoolbook Protest Movement: 40 Questions & Answers.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-432-4
PUB DATE- 86
NOTE- 137p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Freedom; *Censorship; Court Litigation; *Educational Environment; Elementary Secondary Education; *Freedom of Information; Freedom of Speech; Intellectual Freedom; Moral Values; Parent Rights; Parent School Relationship; School Law; Student Rights; *Textbooks; *Textbook Selection; Value Judgment
IDENTIFIERS- *First Amendment; National Council of Teachers of English

While in office, the 1976 chairman of the Committee against Censorship of the National Council of Teachers of English received reports of complaints about classroom and library materials; debated with textbook protestors; and participated in over 100 radio shows, at least half of which were call-in shows involving exchange of views with schoolbook protesters. This book focuses on the 40 questions most frequently asked in his discussions with teachers, librarians, administrators, school board members, students, and parents. The following are among the topics discussed: (1) rights of parents and students; (2) arguments used by book protesters and their opponents; (3) legal background; (4) background of the schoolbook protesters; and (5) guides for school systems in the materials selection process and in how to respond to schoolbook protesters. Footnotes at the end of the book pertain to 31 of the 40 questions. (MLF)

ED 273 017 EA 018 751

Jones, Effie H.; Montenegro, Xenia P.
Women and Minorities in School Administration.
American Association of School Administrators, Arlington, VA. Office of Minority Affairs.
PUB DATE- Dec 85
NOTE- 46p.; For a related report, see ED 237 607.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Minority Groups; National Surveys; Principals; *School Statistics; Superintendents; Tables (Data); *Women Faculty

The representation of women and members of racial and ethnic minorities among the United States' public school administrators increased between the years 1982 and 1985, according to a survey conducted by the American Association of School Administrators' Office of Minority Affairs. Following the same procedure used in a 1981-82 survey, the researchers sent letters and survey forms to all chief state school officers in the United States in 1984 requesting information on the percentage of women and minority group members among school superintendents, assistant superintendents, and elementary and secondary school principals. The results indicated that the percentage of superintendents who were women increased from 1.8 to 2.7, women assistant superintendents increased from 9 to 15 percent, and women principals increased from 16 to 21 percent. Minority superintendents increased from 2 to 3 percent, minority assistant superintendents decreased from 11 to 9 percent, and minority principals increased from 12 to 17 percent. The data are presented in tables and graphs, and data from other sources for previous years are provided for comparison. (PGD)

ED 272 655 CE 043 030

Dooley, Maureen
Peer Tutoring in an ABE Special Education Setting. TECHNIQUES.
PUB DATE- Jun 84
NOTE- 3p.; Edited from the Virginia ABE Newsletter.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Peer Teaching; *Severe Mental Retardation; *Special Education; Teaching Methods; *Tutoring; Vocational Rehabilitation
IDENTIFIERS- *Cross Ability Tutoring

Cross ability tutoring--having more advanced students work with slower learners--seems to provide the repetitions required to teach the severely retarded a skill. At the Eastern Shore Vocational and Rehabilitation Center (Virginia), students who read at grade 2.0 or better are paired with others, some of whom are working on writing their names or addresses and telephone numbers. Whenever possible, tutees select their helpers, usually choosing co-workers in vocational work. Tutors are selected because of their patience, ability to master the material taught, desire to help, legible handwriting, and positive attitudes. Each attends a workshop on how to teach given by the adult basic education (ABE) instructor. Each day the students pair off for tutorials which last from 5 to 30 minutes. The work is shown to the ABE instructor during the tutor's regular class. The tutorials increase the self-esteem of the tutees and the tutors. Peer tutoring between cross-ability students challenges the ABE teacher by providing a new instructional approach that must be learned and continually refined. Drawbacks include inadvertent reinforcement of errors that tutors do not recognize and personalities that do not mesh. (YLB)

ED 272 870 CS 209 873

Wicks, Robert H.
Methodological Approaches to Schema Measurement: Applying "Script" Measures to Mass Media Information Processing.
PUB DATE- Aug 86
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Document printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Encoding (Psychology); *Experimental Psychology; *Mass Media; *Media Research; News Media; Political Science; Psychological Studies; Psychological Testing; *Schemata (Cognition); Social Psychology
IDENTIFIERS- Schema Theory; *Scripts (Knowledge Structures)

The fields of social and cognitive psychology and political science have offered several experimental designs for assessing the presence, type, and complexity of scripts (memory structures used to encode knowledge of an action) or event schemata. Script measurement is a potentially valuable tool for the study of information and news processing because the mass media typically present action-based sequences similar in nature to scripts. Most of the studies aimed at demonstrating the presence of a schema rely on hypothetical passages and indirect measurement strategies based on recall tests, clustering of related concepts, and inference based on prior knowledge. The study of information processing has focused on consensual or shared schemata--similar images for action-based or event stimuli shared by people in general. Media researchers are especially concerned with the assumption that people select specific schemata when processing various types of information supplied by the media--politics, sports, and weather, for example. The external validity of schema measurement has not been sufficiently assessed, though internal validity is rarely a problem in properly conducted experimental research characterized as a posttest only control group design. For the study of news and information processing, external validity should be sought using real news and information for stimulus material rather than hypothetical passages. References are included. (SRT)

Damon-Moore, Helen
Gender as an Organizing Force in the World of Mass-Circulation Magazines. Report from the Project on a Social History of the American Reading Public, 1880-1980. Program Report 86-4.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 86
NOTE- 26p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Females; *Periodicals; *Sex Role; Social Environment; Social History; Social Indicators; Social Influences; Sociocultural Patterns; *Traditionalism; *Trend Analysis
IDENTIFIERS- Journalism History; *Womens Magazines

Considering gender as an organizing force in the world of magazines is productive both because it allows historians to organize nineteenth and twentieth century magazines according to focus and because examining the relationship between gender targeting and actual audience response can reveal the validity of magazine makers' gender-role assumptions and expectations. The two major themes that emerge from this consideration involve the relationship between advertising and gender segmentation in magazine production and the relationship between gender-segmented magazine production and audience response. From the beginning of mass circulation magazine production, the desire to reach large numbers of women across the nation led advertisers to support the creation of separate magazines for women. Magazine producers used the cultural concept of separate spheres as the rationale for creating gender-targeted magazines. Men's magazines have been more numerous, more specifically focused, and less stable than women's magazines because men were not recognized as major consumers until the 1940s, when magazines began to rely more heavily on advertising. But men's magazines have remained more content specific than women's magazines. The twentieth century magazine industry still features gender marketing along traditional lines and enough audience support exists to warrant continued segmentation. Sex role broadening may affect the magazine industry in the future. (SRT)

ED 272 900 CS 209 998

O'Hear, Michael F.; Ashton, Patrick J.

The Relation of Formal Main Ideas to Substantive Textbook Material.

PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; Instructional Materials; Sociology; *Study Skills; *Textbook Content; *Textbook Evaluation; *Textbook Research
IDENTIFIERS- *Main Idea

A study assessed the relationship between formal main idea statements in text and substantive material that students need to understand the key concepts in textbooks. The study addressed two questions: (1) What percentage of textbook paragraphs contains material important for understanding major textbook concepts? and (2) How important are formal main ideas for a substantive understanding of textbook material? Chapters from three textbooks representing mainstream sociology texts were examined. Areas covered by the chapters include culture, the family, and social inequality, topics treated somewhat uniformly in most mainstream textbooks. To distinguish between "substantive" and "useful" material, the number of paragraphs in each chapter containing substantive material was compared with the total number of paragraphs in each chapter. Location of paragraphs without substantive material and the kind of material contained therein were also noted. Results of analysis indicated that large numbers of paragraphs contained no substantive ideas; the importance of finding main ideas, which were significant 79% to 91% of the time; and the need to study supporting details in order to gain understanding of important material. In most of the paragraphs containing important information, one or more supporting details were needed to understand what was being said, while the formal main idea was sometimes too general and contained little of value for understanding the subject matter. (HTH)

ED 272 918 CS 210 019

Fox, Sharon E.; Allen, Virginia Garibaldi
The Language Arts: An Integrated Approach.
REPORT NO.- ISBN-0-03-054046-1
PUB DATE- 83
NOTE- 512p.
AVAILABLE FROM- Holt, Rinehart and Winston, 383 Madison Ave., New York, NY 10017 ($29.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Content Area Writing; Curriculum Development; Elementary Education; *English Curriculum; *Integrated Curriculum; *Language Arts; Language Research; Program Development; Program Evaluation; Teacher Education; *Teaching Methods; *Theory Practice Relationship

Intended to help education students develop a theoretical framework that will allow them to make cohesive instructional decisions and plan integrated language arts programs, this guide bridges the gulf between language research and classroom practice, acknowledging that language research is increasingly based upon language produced in such natural settings as the home, nursery school, or classroom. The chapters in the book are divided into three main areas--foundations of the language arts, integration of the language arts, and organization and evaluation of the language arts program. Each of the 11 chapters includes a summary, recommended readings, suggested learning experiences, and references. The chapters discuss the following topics: (1) a rationale for an integrated language arts program, (2) language learning as a powerful force, (3) child development as a basis for instructional decisions, (4) studies in listening and speaking, (5) beginning writing and reading skills, (6) more advanced reading and writing skills, (7) language arts in the content areas, (8) literature-based language extensions, (9) second-language learning and the language arts, (10) program planning and evaluation, and (11) instructional resources. (HTH)

ED 273 032 EA 018 766

More Effective Schools/Teaching Project. Second Annual Report.
Spencerport Central Schools, N.Y.
PUB DATE- Sep 85
NOTE- 162p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758. Appendix C contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Annual Reports; Definitions; *Educational Assessment; Educational Change; Educational Status Comparison; Elementary Secondary Education; Factor Analysis; *Program Development; *Program Effectiveness; Program Implementation; Review (Reexamination); *School Effectiveness
IDENTIFIERS- Connecticut School Interview; Disaggregated Analysis; New York (Spencerport)

This document is the second annual status report of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 describes six documents developed during the project; identifies persons participating in the project; reports that the effective schools research is applicable at all levels of a suburban school system; reports that vital dialogs have developed among building staffs engaged in the project; and concludes that effective schools projects should follow a definite process, set forth in the Second Overview. Section 1 also reviews the assumptions, concepts, and research findings upon which an effective schools project is built. Section 2, titled "Student Achievement," includes summary tables and comments, disaggregated analyses of student achievement and concomitant goal data for five schools and an analysis of the socioeconomic distribution of students in Regents and non-Regents sections. Section 3, "Correlates of an Effective School," contains summary tables and comments, as well as activities pertinent to each correlate and needs assessment data for the five schools. Appendices include: "How to Read a Disaggregated Analysis"; "Statistical Data for the Analysis of the Socio-Economic Distribution of Students in Regents and Non-Regents Sections"; and "Summary of Responses to the Connecticut School Interview, May 1983, May 1984, and May 1985." (IW)

ED 272 672 CE 043 458

Capanema, Clelia de Freitas
Continuing Education Needs in Latin America.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Continuing Education; *Developing Nations; *Economic Development; *Educational Development; *Educational Needs; Educational Policy; Foreign Countries; Illiteracy; Literacy Education; *Social Development
IDENTIFIERS- *Latin America

Continuing education needs of the Latin American population are related to the need of Latin American countries for social and economic development. The source of continuing educaton needs is the area's differentiated socioeconomic development and cultural diversity. Some common features of Latin American educational systems, well known as persistent obstacles to the educational develolpment of the region, are inequality of educational opportunities, low entry and completion rates of schooling, high illiteracy and dropout rates, and low quality of education. These shortcomings are due to external factors (social stratification combined with an imbalance in educational opportunities between urban and rural areas, lack of money) and factors internal to schools (curriculum irrelevance, teachers' performance). Latin America is aware of its problems as shown by its educational policies. Two continuing education programs to meet specific needs of people are the Chilean project, "Parents and Children: an Educational Program for the Popular Family," and Brazil's MOBRAL (Brazilian Movement of Literacy). The continuing education needs in Latin America can be summarized as being the needs to clarify assumptions, to develop an indigenous educational theory, to specify sound policy goals, and to develop new teaching-learning methods. (YLB)

ED 272 728 CE 044 834

Harman, Joan

Three Years of Evaluation of the Army's Basic Skills Education Program. Research Report 1380.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

PUB DATE- Oct 84

NOTE- 24p.

CONTRACT- MDA-904-81-C-AA04

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *English (Second Language); *Enlisted Personnel; *Literacy Education; Military Service; Military Training; *Outcomes of Education; *Program Effectiveness; Reading Skills; Skill Development

IDENTIFIERS- *Army; Basic Skills Education Program

This report summarizes three years of evaluation research on the Army's Basic Skills Education Program. Two major sources were used to compile information about standard, pilot, revised, and developing basic skills programs: (1) data files from the Training and Doctrine Command, Enlisted Master File, and Defense Manpower Document Center; and (2) field visits to Army posts in the United States, Germany, and Panama. During these visits, program activities were observed and administrators, teachers, participants, graduates, noncommissioned officers, and commanders were administered questionnaires and interviewed. The studies found that all programs improve soldiers' basic skills; however, many soldiers graduate from basic skills programs without achieving criterion scores on standard tests. Soldiers show greater enthusiasm for job-related curricula than for materials lacking military content and express positive opinions about teachers. Factors common to all programs that may influence their effectiveness are teachers' lack of specialized training and experience, the wide range of skill levels within classes, and reduced resources and personnel turbulence resulting from the low-bid system. The Department of the Army can use the findings of this evaluation to guide future decisions concerning the Basic Skills Education Program. (KC)

ED 272 742 CE 044 864

Lowe, Jean H.
Conducting Group Discussions with Adult Basic Learners. TECHNIQUES.
PUB DATE- Feb 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Discussion (Teaching Technique); *Group Discussion; Group Dynamics; *Interpersonal Communication; Peer Groups; *Teacher Role

Group discussion can be very effective in building a sense of community in any adult basic education (ABE) classroom. Such discussion can generate conversation, encourage participation, and create an accepting environment where sharing experiences and ideas feels safe to all participants. When trying the technique of group discussion with a new group, it is best to begin with an upbeat, noncontroversial topic that is of general interest and that relates to common experience. Everyone should be encouraged to contribute, and the amount of self-disclosure required should be limited, at least initially. Teachers should monitor the kinds of comments students make about each other's contributions and be sure to discourage critical remarks. Although all students should be encouraged to contribute, the more vocal students should be kept from dominating the discussion. As a further objective, teachers should ask students to defend their points of view. Eventually, more controversial topics may be introduced and more challenging topics may be selected. (MN)

ED 272 771 CE 044 952

Kadamus, James A.; Daggett, Willard R.

New Directions for Vocational Education at the Secondary Level. Information Series No. 311.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 56p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN311, $6.00).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *Educational Quality; Institutional Role; Relevance (Education); *Role of Education; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; State Standards; *Vocational Education
IDENTIFIERS- *New York

This paper describes the technological, economic, demographic, and societal changes occurring in the United States, highlighting those trends particularly affecting vocational education, such as the increase in service and information occupations, the changing composition of the work force, and increased international competition. The paper next reviews recent national reports on education, focusing on what these reports say about vocational education. Because vocational education's traditional role no longer appears viable, a new role is proposed--the development of balanced occupational programs that enable students to acquire broad, transferable skills for employment and personal use. The modifications this will require in vocational institutions are outlined. The remainder of this paper describes one approach to this new mission--New York State's restructured secondary vocational curriculum. Discussed first is the process whereby the new diploma requirements and occupational education sequences were developed. Detailed descriptions of the new program include foundations in grades K-6, programs in grades 9 through 12, and occupationally related courses for general education credit. The descriptions include key skills and competencies, scheduling options, sequence requirements, and discussion of state standards and modifications in teacher education. The paper concludes with a list of items that must be included in a new agenda for vocational education. (SK)

ED 272 784 CG 019 267

Butts, R. Randolph
The Effect of Pretherapy Education on Premature Terminations and Therapy Attendance.
PUB DATE- Jun 86
NOTE- 50p.; Partial fulfillment of the requirements for the Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attendance; *Client Characteristics (Human Services); *Dropout Prevention; *Educational Needs; *Expectation; Motivation; Potential Dropouts; *Psychotherapy
IDENTIFIERS- *Pretherapy; *Resistance (Psychology)

A review of the research on pretherapy education for psychotherapy clients has found that pretherapy training has a positive impact on encouraging clients to remain in individual or group therapy.

Pretherapy training has also been shown to contribute to improving client motivation and attitudes toward the therapeutic process. The evidence suggests that some form of pretherapy education should be made available to clients unfamiliar with psychotherapy, especially to highly defensive clients. Much research accounts for the positive results of pretherapy programs based on the expectation hypothesis which attributes premature terminations to the client's negative reactions to disconfirmed expectations concerning therapy or the therapist. This hypothesis has received only partial empirical support. A preliminary analysis of the content of pretherapy programs suggests that programs reporting significant results cover the major topic areas of process, role, and resistance. It appears that program effectiveness may be due to addressing client resistances instead of, or in addition to, inappropriate expectations. The fruitfulness of pretherapy research may therefore be enhanced by postulating a dual resistance-expectation hypothesis. Although longer term effects of pretherapy educations are unknown, resistance-oriented interventions are recommended, especially with clients considered likely to terminate their therapy prematurely. Five pages of references are appended. (NB)

ED 272 798 CG 019 281

Biaggio, Mary Kay
The Role of Women in Chinese Society.
PUB DATE- Aug 86
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Females; *Feminism; Foreign Countries; *Government Role; *Life Style; Sex Role; Sex Stereotypes
IDENTIFIERS- *China

Historically, men's and women's roles in China have been highly structured. The People's Republic of China has stressed the importance of women overcoming historical oppression and has adopted policies aimed at emancipating women. When the Chinese Communist Party took control of China in 1949, the new government clearly stated the importance of improving women's place in society. The traditional view of women's roles still exerts power on contemporary society. Government policies addressing inequities have included the Marriage Law, collectivization of tasks which tied women to the home, and re-education of family members in an attempt to equalize domestic tasks within households. Equal pay is mandated by law, but the extent to which this is enforced is debatable. Although constituting a significant part of the labor force, women are not proportionately represented in the professions. In contrast to the United States, the Chinese strategy for promoting equality for women has been spearheaded by the government. Propaganda and ideological dialogue have been used to promote change. These strategies while perhaps not sufficient in the shortrun, may be necessary for lasting change. (ABL)

ED 272 826 CG 019 310

Brown, Steven D.; Blake, Rex
A Multidimensional Scaling Analysis of Spontaneous Causal Thinking After Divorce.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Processes; College Students; *Coping; *Divorce; Higher Education; *Validity

Research on the role of life events in human development has revealed the importance of cognitive processes in pre- and post-event coping. Prior research, however, has primarily studied the role of a priori, theoretical or experientially developed cognitive taxonomies in transition coping. A study was conducted to explore the underlying cognitive dimensions associated with one major type of life event (divorce) through multidimensional scaling analyses. Subjects were 46 college students, approximately one-half of whom had experienced a divorce or separation in their families. Subjects sorted 111 statements, generated from an earlier sample of separated adults who listed questions they had asked themselves about their divorce, into categories according to the perceived meanings of the statements. Nonmetric multidimensional scaling analyses of these similarity judgments revealed that a three-dimensional solution best portrayed the structure of the data: (1) attribution versus action; (2) self versus other focus; and (3) psychological versus practical coping issues. The methodological limitations and counseling implications of the results are discussed. (Author/ABL)

ED 272 840 CS 008 471

Robinson, Karlen
Visual and Auditory Modalities and Reading Recall: A Review of the Research.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Auditory Stimuli; *Cognitive Processes; Comprehension; Learning Processes; Learning Strategies; Memory; *Reading Ability; *Reading Research; *Recall (Psychology); Responses; Sensory Integration; *Visual Stimuli

Of particular interest to those exploring students' learning modalities is the relationship between the visual and auditory systems and reading recall. Among the findings of studies that have investigated this relationship are the following: (1) reading competency is dependent as much on auditory processing as on visual processing; (2) when visual and auditory signals are presented simultaneously, subjects generally respond to the visual input and are often unaware that an auditory signal has occurred; (3) auditory stimuli are processed more rapidly than visual stimuli; (4) when preschool children's evaluation and integration of visual and auditory information was compared with that of adults both groups were found to have available continuous and independent sources of information; (5) memory training increases a child's ability to retain stimuli; (6) under audio/video mismatch conditions, memory for audio information is reduced more than memory for video information; however, comprehension and recognition of audio information is similar in the audio only and audio/video match conditions; (7) children recall logical sequences better than illogical ones; and (8) children of all ages show a correspondence between strategy use and metamemory as assessed by verbalization of relationships among pictures during specific questioning; however, when a more typical general question format is used to assess metamemory, strategy use precedes verbalized knowledge of strategy use. In general, most studies show that visual stimuli tend to dominate other modalities in both perceptual and memory tasks. A three-page list of references concludes the document. (HOD)

ED 272 855 CS 008 528

Lehr, Fran
Television Viewing and Reading. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Reading Ability; *Reading Achievement; Reading Attitudes; *Reading Habits; Reading Instruction; Reading Material Selection; Reading Research; Teaching Methods; Television; *Television Research; *Television Viewing
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the relationship between television viewing habits and reading achievement. The digest first examines recent research indicating a negative relationship between television viewing in excess of ten hours and reading performance. The digest next focuses on the effects of television viewing on reading habits and reading material preferences. Finally, the digest discusses how educators can use television to promote reading. (DF)

ED 272 933 CS 505 303

Rohrlich, Beulah F.
Intercultural Education and Intercultural Skills.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Annual Meeting of the International Society for Intercultural Education, Training, and Research (11th, San Antonio, TX, May 12-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Curriculum Development; *Definitions; Educational History; Films; Higher Education; *Intercultural Communication; Intercultural Programs; Mass Media; *Multicultural Education; *Speech Communication

A number of terms have been used for the concept of intercultural education, such as transcultural, cross-cultural, global, and multicultural education. A recurrent theme in history and literature, intercultural communication has received scant attention as a subject worthy of teaching in its own right. Among the more notable books on intercultural education is "Intercultural Education in the American School" by William Vickery and Stewart Cole. Their contribution is notable for its position that intercultural education should permeate the whole of the American education system rather than be added to any one subject or sequential grouping of grades. Another is John Walsh's "Intercultural Education in the Community of Man," one of the first full treatments of the subject from a theoretical standpoint. A more recent addition to the literature is "Multicultural Education: A Cross Cultural Training Approach," edited by Margaret Pusch, which contains chapters on concepts and historical development as well as on curriculum and teaching strategies. Among the other contributors to the body of knowledge on intercultural education are articles written by educational professionals on the spread of telecommunication systems and films dealing with intercultural themes. However, to properly orient people toward intercultural education in the future, scholars must decide on the terminology to be used and must work more closely with educators. (HOD)

ED 272 962 CS 505 356

Taylor, Anita

A Modified Approach to PSI (Personalized System of Instruction) in COMM 100 Introduction to Communication as Implemented at George Mason University.

PUB DATE- 30 Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; *Course Objectives; *Course Organization; Curriculum Development; Higher Education; *Individualized Instruction; Intercultural Communication; Interpersonal Communication; Introductory Courses; Required Courses; *Speech Communication; *Speech Curriculum
IDENTIFIERS- George Mason University VA; *Personalized System of Instruction

In the personalized system of instruction (PSI) used in beginning communication courses at George Mason University (Virginia), the students do more than read text materials and master cognitive course objectives. They are encouraged to have experiences that reinforce what they read and to consider how these experiences relate to everyday life. The students are also required to do a substantial amount of writing. The COMM 100 Introduction to Communication course is a survey course with several goals for students: (1) to learn basic principles of communication, specifically, interpersonal, intercultural, group, public, and persuasive communication; (2) to communicate in order to reinforce newly learned ideas; (3) to master minimal skills of public speaking; (4) to write graded and ungraded assignments; and (5) to understand the concept of free speech. To achieve these goals, students work at their own pace, proceeding to the next phase of the course without necessarily having mastered the previous phase. Many PSI courses rely heavily on testing, but this course has only three required examinations--required ungraded self-check tests--plus optional unit quizzes. The course also includes group work, which inhibits the self-paced nature of the course but reinforces the ideas learned through experiencing the act of communication. (Syllabus, course objectives, outlines for special projects, and a sample self-check test with answers are appended.) (SRT)

ED 273 004 EA 018 738

Devins, Neil; Zirkel, Perry A.
Home Instruction: Two Views.
PUB DATE- 86
NOTE- 25p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Federal State Relationship; *Government School Relationship; *Home Schooling; *Parent Rights; *School Attendance Legislation; Student Needs

Neil Devins, in part 1 of this chapter, discusses state regulation of home instruction. A different perspective on this subject is presented by Perry A. Zirkel in part 2. Parents have claimed that state regulations deprive them of their right, protected by the due process clause of the Fourteenth Amendment, to direct their children's upbringing. States claim that children must be ensured of education and of socialization; however, the "Duro v. District Attorney" decision too strongly emphasized the state's interest. The decision represents a shift from "Wisconsin v. Yoder," which sought to balance the religious liberty interest of the Amish community and that of the state. The line separating permissible from intrusive state regulations is unclear. The extent of parental authority must be discerned through an entanglement of state court decisions. Zirkel argues that lower courts' decisions have been relatively consistent in rejecting constitutional amendment rights for parents. Contrary to Devins' contention, courts have narrowly interpreted the "Wisconsin v. Yoder" ruling to reject parents' free exercise challenges against state statutes. Many court decisions have rejected parental nonreligious constitutional challenges. Without constitutional mandates, the issues of regulatory standards are a slippery but central concern. (CJH)

ED 273 046 EA 018 783

Purvis, Johnny; And Others
School Discipline Notebook.
National School Safety Center, Sacramento, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 86
NOTE- 61p.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Court Litigation; Disabilities; Discipline; *Discipline Policy; Elementary Secondary Education; *Policy Formation; School Law; *School Role; *School Security; *Student Behavior; Student Responsibility; Student Rights; Violence

To establish effective school discipline policies, educators need to understand (1) the nature of and reasons for misbehavior, (2) social and legal attitudes toward the school's disciplinary function, (3) acceptable responses to disciplinary problems, and (4) what effective policies cover. This booklet's first chapter considers the need for discipline in schools and recent trends in student behavior and national concern. The second chapter examines the changing role of the school and the application of tort law, criminal law, parental responsibility law, and state constitutional law in the school setting. Chapter 3 distinguishes between criminal and noncriminal behavior, reviews appropriate sanctions for each, and discusses the school's responsibility for keeping records and developing responses to patterns of misbehavior. This chapter also defines terms used to describe criminal acts. The fourth chapter presents 10 rules to follow when developing student discipline regulations. Chapter 5 selects typical regulations from student handbooks from 713 secondary schools to provide a model code of conduct. The special problems of disciplining students in special education are considered in the sixth chapter. Chapter 7 lists student handbooks from around the United States, books discussing student discipline, and relevant films, filmstrips, and videotapes. (PGD)

ED 272 686 CE 044 769

Kennedy, Kerry J.
Introduction to the Transition from School-to-Work Program: An Educational Change Perspective.

PUB DATE- Apr 86

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; Case Studies; Educational Policy; *Education Work Relationship; Foreign Countries; Program Development; *Program Effectiveness; Program Evaluation; Secondary Education; *Success
IDENTIFIERS- *Australia

An introduction and a case study are provided from a seminar concerned with the extension of transition-from-school-to-work initiatives to secondary schooling. The introduction discusses the purposes of drawing together the case studies--to indicate how Australian government policy concerned with school-to-work transition was implemented at the local level and to make an assessment of the success of such local initiatives. The case study focuses on the Enterprise Education program for year 10 students, which consisted of study in the core areas as well as projects based on specific business ventures. In addition to describing methods used to construct the case study, the document portrays how such a program was conceived, put into action, and now fits into the school's everyday activities. Teacher and administrator comments and narratives describe getting started, curriculum decision-making procedures, planning process, finalizing planning, characteristics of the initiation phase, coordinators' roles, and use of core teachers (English and social studies, mathematics, science). Views of students and unit supervisors are then provided. Evaluation information is provided in terms of the original aims of the program. Reflections on the case study highlight benefits and significance of the program. (YLB)

ED 272 699 CE 044 795

Kerka, Sandra
On Second Thought: Using New Cognitive Research in Vocational Education. Overview. ERIC Digest No. 53.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Processes; Educational Needs; Educational Research; *Learning Strategies; *Problem Solving; *Psychological Studies; Research Utilization; Secondary Education; *Vocational Education
IDENTIFIERS- ERIC Digests

Recent advances in cognitive psychology provide insights into thinking processes and learning behavior that can help teachers prepare students for the demands of the workplace. Studies of successful students have found that the depth of their information processing is directly related to the quality of their learning outcomes. That is, more successful students classify, compare, contrast, analyze, and synthesize information with the goal of comprehension rather than memorization. The importance of individual cognitive differences suggests that students should be taught the cognitive processes or strategies that contribute to successful performance. Therefore, the content of vocational education needs to be expanded to include problem-solving, self-monitoring, and learning skills. Vocational education should teach an integrated knowledge base of generic core concepts, procedures, pattern recognition, and specific vocational skills. Vocational educators can accomplish this by specifying cognitive skills as explicit goals or objectives; combining direct, indirect, and introspective instructional strategies; integrating strategies to help students learn by rule, discovery, and reflection; and serving as mediators for students as they think about thinking and the successful and unsuccessful thinking processes that they use. Curriculum planners should bear these same concerns in mind when developing learning and problem-solving strategies for curriculum components and selecting curriculum materials. (MN)

ED 272 714　　CE 044 815

Ljosa, Erling
The Symbiosis of Distance- and Campus-Based Educational Institutions (Is It Possible?).
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Conventional Instruction; *Cooperative Planning; *Correspondence Schools; *Distance Education; Foreign Countries; *Institutional Cooperation; Postsecondary Education; Regional Cooperation; *Regional Schools; Shared Resources and Services
IDENTIFIERS- *Norway

The historical traditions, organizational structures, funding, and public and academic esteem of the correspondence school and the campus-based regional college are all very different. Nevertheless, the relationship of the two institutions in Norway illustrates that they can form an association that is advantageous to both. Norway's largest correspondence school, Norsk Korrespondanseskole (NKS), began a program of formal cooperation with Rogaland distriktshogskole (RDH) in 1981, when the two institutions reached an agreement to develop a distance education program covering the 10 compulsory subject modules of the RDH business administration program. Although student enrollment is not increasing uniformly in all of the distance modules, the program has benefited both institutions. NKS has also been cooperating with Telemark laererhogskole (TLH), a regional teachers college, to provide distance instruction to teachers needing training in using microcomputers. The basic philosophy underlying both of these cooperative efforts is that of combining existing resources for distance study. The competence and administrative apparatus for distance education already in place at the correspondence school are combined with the academic resources of the two regional colleges. The result is an ability to provide much greater flexibility than is possible with only campus-based education. (MN)

ED 272 756 CE 044 884

Young, Deborah J.
Adult Education as Training in Business and Industry. TECHNIQUES.
PUB DATE- May 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Adult Education; Audiovisual Aids; *Business; *Industrial Training; Industry; *Program Implementation; Staff Development; *Teaching Methods; Training

Over a 5-week period 43 typical trainers in a nationwide corporation were observed to determine uses and abuses of training techniques. The adult educators who were observed were technically expert, but otherwise untrained. Factors that enhance or detract from training effectiveness were identified, specifically as regards organizing and developing presentations. Abuses of the factors were determined, and recommendations for improvement were made. The following factors/components of organizing and developing presentations were studied: objectives, sequencing, methods and techniques, timing, audiovisual materials, and mannerisms or trainers' behaviors. The technicians/trainers who participated in the observation agreed that a heightened awareness of the principles of adult education would help them plan, develop, and present better programs in the future. (YLB)

ED 272 812 CG 019 295

Mosher, Ralph; MacGowan, Bradford
Assessing Student Engagement in Secondary Schools: Alternative Conceptions, Strategies of Assessing, and Instruments.

PUB DATE- 29 Mar 85
NOTE- 44p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Theories; Secondary Education; *Secondary School Students; *Student Behavior; *Student Characteristics; Student Motivation; *Student Participation

No investigation has directly conceptualized or measured student engagement in secondary schools. Rather it must be inferred elliptically from other investigations of students who disengage, dropout, or are alienated. Engagement has been defined as existing when students are participating in the activities offered as a part of the school program; disengagement as the extent to which students refrain from participating in school activities. A conceptual framework of engagement includes the following: (1) engagement is the attitude leading to and participation in the school's programs; (2) engagement has multiple interactive determinants; (3) engagement will have an impact on many student and school outcomes including achievement, academic knowledge, and social behavior; and (4) research on engagement should be longitudinal rather than cross-sectional. Psychological characteristics of the student, family characteristics, school characteristics, and teacher characteristics affect student engagement. Engagement has no real theory, direct assessment tools, nor systematic research. Clearly a student's engagement in his schooling can be a complex state of perception or a way of acting. Many of its antecedents are deeply rooted in the larger society, the family, and in the school and classroom. In this sense much of engagement seems immutable. Yet, there are identifiable characteristics of schooling that, if varied, can result in enhanced participation. (ABL)

ED 272 947 CS 505 336

Cornick, Craig M.; Thomas, Timothy M.
Beyond Tradition: Innovative Enhancement of Oral Language in the Classroom.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Jul 84
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Cues; Elementary Secondary Education; Inservice Teacher Education; Language Arts; *Oral Language; *Questioning Techniques; Responses; *Speech Communication; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Iowa

Written and developed to assist speech and language clinicians in the ongoing process of providing support for classroom teachers in their efforts to enhance the oral language of their students, this manual provides a rationale and intervention activities for improving oral language in the classroom. The manual first discusses research supporting direct instruction in oral communication skills. It then describes previous studies conducted by area education agencies in Iowa to determine students' mean length of responses in the classroom setting and teachers' assessment of performance of speech and language impaired students. It also reports on a survey of teachers indicating that speech and language clinicians should become more actively involved in teaching oral language in the public schools. Next the manual describes procedures and results of a project to determine mean length response rates for a group of summer school students, to study and develop simple procedures for speech clinicians to assist teachers, and to develop an inservice guide for speech clinicians to that end. It also outlines the inservice procedure. Finally, the manual discusses the initiation of intervention procedures, which focused on those teacher prompts that yielded the highest response lengths during questioning ("how," "why," and "tell me"). The teacher survey, classroom probe for oral language, and results of daily mean length responses to instructor prompts before and after intervention are appended. A three-page bibliography concludes the document. (HTH)

ED 272 976   EA 018 699

Slawski, Carl
The Social Problem Solver for Designing Change.
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Society for General Systems Research (Philadelphia, PA, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Classification; Groups; Interaction; Interpersonal Relationship; Models; *Organizational Theories; *Social Change; Social Problems; *Systems Approach

The aim of this paper is to summarize and tentatively synthesize a number of theories, typologies, and statements about systems and procedures for planned change in small groups, large organizations, and whole societies. Concepts are brought together from psychology, applied sociology, and business management, as well as diplomatic negotiation at the suprasystem level. Statements from Warren G. Bennis, K. D. Benne, and Robert Chin; Charles Darrah; and Gerald Nadler are discussed in terms of diagrams for insight into social problems presented in this paper. Five paradigms of psychotherapies are included plus 10 theories of sociological social problem solving in 3 paradigms that focus on the general "social problem solver" model. These in turn are related to the unit concept--"change in relationships"--which entails (1) discussing sources of change, institutionalized versus non-institutionalized; (2) comparing three analytic models of change; (3) examining the sources of resistance to change; and (4) making recommendations for initiating change in social organizations, societies, and groups. Included in the paper are 3 diagrams, 3 tables, and 21 references. (MLF)

ED 272 990 EA 018 724

Bucko, Richard

Elementary Grade Retention: Making the Decision.

PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, NV, April 14-18, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Achievement; *Achievement Rating; Administrator Role; Decision Making; Elementary Education; *Evaluation Criteria; *Grade Repetition; Guidelines; *Policy Formation; Principals; Student Development; Student Evaluation; *Student Promotion

Today's administrators must exercise caution in using student retention as a means of responding to changing social values and to the current media attention on declining standardized test scores. Recent reviews of hundreds of studies of student retention have concluded that some low achieving students do benefit from retention, but the majority of retained students show no consistent benefits from retention and score lower than promoted students in areas of academic achievement, personal adjustment, self-concept, attitude toward school, and attendance. Although research is still inconclusive, and alternatives to retention often exist, the works of L. Wayne Light and Laurence Lieberman identify factors principals can use to judge an individual retention candidate as well as to develop a model for a decision-making process for retention. The essentials of a model for retention must include: (1) a clearly written policy adopted by the local school board, (2) a decision-making procedure with stated time lines and position responsibilities, and (3) effective communication with parents and the school community on the policy and procedure. Appendix A provides a sample policy statement. Appendix B provides a sample retention worksheet for use by the principal. Fourteen references are appended. (IW)

ED 273 018 EA 018 752

Worth, Charles E.; Worth, Maria M.
Staff Development Update by School Administrators.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Administration; Elementary Secondary Education; *Inservice Education; *Management Development; Models; Program Development

To provide an understanding of the issues and essential elements involved in developing effective inservice programs for administrators, information from research on teacher inservice programs was adapted in light of the insights of several administrators attending the 1986 national conference of the Association for Supervision and Curriculum Development. These issues and elements and a model for effective inservice programs are presented in this paper. The central issues identified focused on (1) improving administrative inservice programs through shared effort, increased research, and a more professional attitude; (2) covering topics relevant to administrators, such as instructional leadership and the management of time and resources; and (3) providing for ways to cope with the expectations and demands of others. Twelve strategies for improving inservice programs include (1) making training specific, (2) obtaining staff input, (3) urging commitment to change, (4) developing useful materials, (5) combining local and imported expertise, (6) observing others' practices, (7) using feedback, (8) individualizing programs, (9) using trainees as trainers, (10) meeting personal goals, (11) involving administrators at all levels, and (12) finding appropriate incentives. The inservice training model suggested emphasizes clearly defined goals, specified roles, observation of other programs, strategies for commitment and participation, and followup support. (PGD)

ED 272 656 CE 043 031

Overbeck, Carla
A Survival Kit for Teaching English to Refugees. TECHNIQUES.
PUB DATE- Oct 84
NOTE- 3p.; Edited from the Virginia ABE Newsletter.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Conversational Language Courses; *Daily Living Skills; *English (Second Language); *Functional Literacy; Instructional Materials; *Refugees; *Teacher Developed Materials; Teaching Methods

Adult basic education and English as a second language teachers, as well as volunteer tutors, can help new refugees acquire functional English through the use of a survival kit. The Literacy Volunteers of America's guide to teaching conversational English recommends these items for a survival kit: a written copy of student's name, address, and telephone number, which is helpful in dealing with persons who may not understand his/her English; alphabet and number cards for teaching their names; price tags, sales slips, and newspaper ads to teach numbers and the use of money; coins and "play" bills to teach the value of coins and currency; a neighborhood or city map to help the student navigate; a list of clothing sizes of the student and his/her family; a cardboard or paper plate clock for teaching time; a calendar to learn days of week and months; a menu and bus schedule to help students learn to order food and use a metropolitan bus system; and pieces of colored construction paper to teach colors. Elaborations could include poker chips to learn the number system and a picture file to teach vocabulary. While survival kits initially require close supervision by an instructor, they can help new refugees learn the English they need every day, without a textbook and with inexpensive materials. (YLB)

ED 272 743 CE 044 865

Brady, Michael
Using a Facts Quiz as a First Class Exercise. TECHNIQUES.
PUB DATE- Apr 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Education; *Classroom Techniques; Learning Activities; *Test Construction; *Tests; *Test Use

A short facts quiz can be an effective opener in an adult education class. Although true-and-false quizzes work well, facts quizzes do not need to have a dichotomous structure. However, questions should be based on the content to be covered in the course, and it is best to use questions that are empirical in nature. Such facts-based quizzes allow teachers to build an early information base while at the same time examining students' values and attitudes toward certain issues. The benefits of opening-session facts quizzes are numerous. They are highly flexible, invite interaction, and help create a common language. Moreover, facts quizzes are an easy way for teachers to clarify misconceptions or compare different groups' knowledge about an issue. Using facts quizzes as a pretest/posttest of learning in a course, especially when scores are kept anonymous and aggregated, is another of their many possible applications. (MN)

ED 272 856 CS 008 529

Duin, Ann Hill; Prenn, Maureen
Identifying the Features That Make Expository Texts More Comprehensible.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Evaluation Criteria; Instructional Materials; *Readability; Reading Comprehension; *Reading Material Selection; Reading Processes; Reading Strategies; Study Skills; *Textbook Evaluation
IDENTIFIERS- *Text Structure

Researchers investigating study strategies have observed that the textbooks themselves often contribute to students' comprehension and learning difficulties. Teachers, by being aware of qualities of inconsiderate texts, can identify poorly written texts, can prepare students for difficulties in upcoming sections of the text, and can instruct students in ways to deal with difficult texts. Teachers can use the following four factors when evaluating texts: (1) structure--the arrangement of ideas and the relationships connecting them; (2) coherence-- the smoothness or logic with which ideas are woven together, the "flow of meaning"; (3) unity--the degree to which the text addresses a single topic; and (4) audience appropriateness--the extent to which the text matches the reader's knowledge and interest. Two other factors that may be useful in evaluating textbooks are elaboration and style. Elaboration is the sufficiency of information provided and the method used to expand on the main ideas presented in the text. Style includes how exciting the textbook looks and sounds (tone), particularly for its intended age group. (Good and poor examples illustrating these six characteristics, as well as evaluation guidelines and student strategies are included.) (HTH)

ED 272 871 CS 209 875

Tankard, James W., Jr.
Quantitative Graphics in Newspapers.

PUB DATE- Aug 86
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charts; Commercial Art; Design; Diagrams; *Graphic Arts; *Graphs; *Illustrations; Media Research; *Newspapers; Statistical Analysis; *Statistical Data; Tables (Data); Technical Illustration
IDENTIFIERS- Graphic Communication; Graphic Representation

The use of quantitative graphics in newspapers requires achieving a balance between being accurate and getting the attention of the reader. The statistical representations in newspapers are drawn by graphic designers whose key technique is fusion--the striking combination of two visual images. This technique often results in visual puns, personifications, and other visual figures of speech. However, when the aim of statistical information is communication, these fusions may be inaccurate and confusing. A study of samples from newspapers revealed 10 common pitfalls in using graphs to display quantitative information: (1) the tilted graph--the perspective is altered so that comparison is difficult; (2) the stacked graph--elements to be compared are stacked on top of one another; (3) the pseudo graph--illustrations in the form of graphs that are not graphs at all; (4) the graph with little or no variation--comparisons have no real meaning in these graphs; (5) the convention-violating graph--the logical rules of graph reading are ignored and confusing images are produced; for example, the growing federal deficit depicted by a deepening hole; (6) the bar graph with obscure bar ends--pictures used for bars have imprecise bar ends; (7) the buried line graph--the line that makes the meaningful part of the graph is hidden in a picture; (8) the three-dimensional graph--added perspectives add no information; (9) the overly complex graph--by presenting everything, they emphasize nothing; and (10) the multiple pie chart--comparing slices of two different pies is difficult. (Examples from newspapers illustrating the ten pitfalls are appended.) (SRT)

Good, Howard
The Image of War Correspondents in Anglo-American Fiction. Journalism Monographs Number Ninety-Seven.
Association for Education in Journalism and Mass Communication.
PUB DATE- Jul 86
NOTE- 33p.
AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208-0251 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; *Characterization; *English Literature; Ethics; *Fiction; Journalism; *News Reporting; *United States Literature; *War
IDENTIFIERS- Journalists; *War Correspondents

The work of war correspondents involves violence, danger, and drama; and what they endure to get a story is often as interesting as the actual news itself. Anglo-American fiction tends toward an ironic, even cynical, view of combat reporting that serves as a corrective to the notion, fostered in journalists' autobiographies, that war is fun. It also suggests that reporters are frauds and thrill seekers who callously profit from the misery of others, but who cannot continue in their jobs without losing their essential humanity. War reporting is depicted incisively by British writers in "Scoop" (1937) and "The Quiet American" (1955), and by American writers in "DelCorso's Gallery" (1983) and "The American Blues" (1984). Britain's long history of colonialism gave British writers a head start in questioning the ethics of war correspondence, but it was not until the Vietnam War that American writers began to seriously examine the darker aspects of combat reporting. The war correspondents of contemporary fiction doubt the sanity and morality of their role and see war as an unalleviated disaster. If they are to remain human, they must shed professional calm, stop treating the tragedy of war as just another news story, and take sides. (SRT)

ED 272 901 CS 210 001

English 30 Curriculum Specifications.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 28p.; Some pages contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; Educational Assessment; Educational Testing; *English Curriculum; English Instruction; Foreign Countries; Grade 12; High Schools; Language Arts; Listening Skills; Reading Comprehension; *Reading Skills; *Reading Tests; Speech Skills; Student Evaluation; Testing Programs; *Visual Perception; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for teachers, this document provides curriculum specifications for the Grade 12 Diploma Examinations in English 30 in Alberta, Canada. Introductory information (1) indicates the approximate time to be devoted to teaching various components of the language arts, the relative importance of concepts and skills, and priorities for instruction and evaluation; (2) defines both process and outcome objectives; and (3) discusses the purposes of the classroom evaluation and the Grade 12 Diploma Examinations (to assess instructional outcomes for students and their parents, employers, post-secondary institutions, and school systems.) The second section of the document outlines the writing, reading, viewing, listening, and speaking concepts specified for high school language arts programs. The third section provides a rationale for the selection of objectives for diploma examination purposes and outlines the outcome objectives and necessary skills for diploma examinations in English 30. (SRT)

ED 272 919 CS 210 022

Selfe, Cynthia L.

Computer-Assisted Instruction in Composition: Create Your Own.

National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0814-8
PUB DATE- 86
NOTE- 150p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08418, $12.00 member, $15.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; Microcomputers; Middle Schools; Secondary Education; *Teacher Developed Materials; *Teaching Methods; *Writing Difficulties; *Writing Instruction; Writing Processes
IDENTIFIERS- *Software Design

Intended for writing teachers and administrators of middle school through college writing programs, this guide suggests how to translate approaches to teaching composition into computer assisted instruction (CAI) software. The book encourages writing teachers to see themselves as composition specialists who can team up with specialists in computer programming and educational field-testing in order to increase their own effectiveness in the classroom. Each chapter describes one step in the process of designing CAI software. The chapters discuss the following: (1) identifying assumptions about writing and pedagogy; (2) getting started on a CAI project; (3) working with a design team; (4) making pedagogical decisions about a CAI lesson; (5) integrating response and evaluation into a CAI lesson; (6) thinking about screen display; (7) field testing a CAI lesson; and (8) spreading the word about CAI software. Worksheets for each step in the design process, suitable for copying, are included. (SRT)

ED 273 033 EA 018 767

Sudlow, Robert E.
More Effective Schools/Teaching Project. Executive Summary of the Second Annual Report. Memorandum.
Spencerport Central Schools, N.Y.
PUB DATE- 6 Sep 85
NOTE- 6p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents; see EA 018 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Educational Assessment; Educational Change; *Educational Status Comparison; Elementary Secondary Education; Factor Analysis; *Program Effectiveness; Program Evaluation; *School Effectiveness; Socioeconomic Influences
IDENTIFIERS- *Connecticut School Interview; Effective Schools Research; New York (Spencerport)

Teacher and administrator responses to the Connecticut School Interview, conducted as part of the Spencerport (New York) More Effective Schools/Teaching Project, indicate that there are a number of correlates which can be considered areas of strength, and that steady improvement has occurred in installing correlates in each building and in strengthening the degree to which they are in place. Three tables (for May 1983, May 1984, and May 1985) list baseline data for seven correlates in each of five schools. Results of a disaggregated analysis of student achievement show varying levels of improvement in reading, mathematics, social studies, science, writing, and English. Further investigations of the socioeconomic distribution of students concluded that the socioeconomic composition of Regents and non-Regents sections are the same, and there is no systematic factor assigning students to classes according to their socioeconomic background. Progress is being made toward meeting the project's goal of 95 percent of all students attaining minimal academic mastery, with the current percentage between 71 percent and 100 percent. The concomitant goal for outstanding academic achievement is also being met, with unusually high proportions of students attaining scores in the top three stanines on the Stanford Achievement Test. (IW)

ED 272 673 CE 043 809

Doty, Charles R.
Principles of and Sources for Vertical Articulation of Occupational Education from Secondary Schools to Community Colleges.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; *Competency Based Education; *Coordination; Developmental Continuity; Educational Cooperation; Educational Practices; Information Sources; Resource Materials; Secondary Education; Two Year Colleges; *Vocational Education

This report is intended to provide vocational educators with information concerning competency-based vertical articulation that may be used to plan, organize, implement, and maintain articulation. The first main section of the guide examines the literature on articulation in terms of the seven fundamental principles of articulation. Discussed next are sources of competency-based curriculum materials that could be used in articulating occupational education provided at the secondary and community college levels. The third section, which is especially designed for those interested in vertical articulation, is an alphabetical listing of the major vocational curriculum areas along with a list of works that are considered the best resources regarding articulation in the given curriculum area. Concluding the report is a 10-page bibliography dealing with articulation in occupational education. (MN)

ED 272 687 CE 044 772

LeBlanc, Darrell; Cap, Orest
Nigerian and Canadian Student Perception of Technical Teacher Training Problems. Report I.
Manitoba Univ., Winnipeg.; New Brunswick Univ., Fredericton.

SPONS. AGENCY- Canadian Bureau for International Education, Ottawa (Ontario).
PUB DATE- May 86

NOTE- 192p.; For report II, see CE 044 773.
AVAILABLE FROM- Canadian Bureau for International Education, 85 Albert, Suite 1400, Ottawa, Ontario K1P 6A4 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Foreign Countries; *Foreign Students; Higher Education; *Preservice Teacher Education; *Program Attitudes; Program Effectiveness; *Student Attitudes; Technical Education; *Vocational Education Teachers
IDENTIFIERS- *Canadians; *Nigerians

The purpose or immediate goal of the Nigerian Technical Teacher Training Project was to provide for a Bachelor of Education degree program, but the long-range goal was to develop and to provide Nigeria with a pool of trained technical instructors. Perceptions of the program were gathered from a sample of 34 Nigerian students who had participated in the program and from a group of 60 Canadian students who had taken classes with the Nigerian students. Questionnaires with a Likert-type scale were used to gather data. Data analysis yielded an overall positive perception of the teacher training project. The Nigerian students indicated satisfaction with most aspects of the program, such as teaching ability of the staff, teacher interest, program responsiveness to their needs, and living experience in Canada. Some weaknesses were identified such as intensity (time) of the program. The Canadian students also reported positive perceptions of the program, stating that they found the Nigerian students did at least their fair share of group work, that they were friendly, and that they provided an opportunity to learn about life in other countries. (KC)

ED 272 729 CE 044 836

Schnittgrund, Karen P., Ed.
American Council on Consumer Interests Annual Conference. Proceedings (32nd, St. Louis, Missouri, April 9-12, 1986).
American Council on Consumer Interests, Columbia, Mo.
PUB DATE- 86
NOTE- 397p.
AVAILABLE FROM- American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Banking; *Consumer Economics; *Consumer Education; Credit (Finance); Developing Nations; *Expenditures; Family Life; *Foods Instruction; *Home Economics; Instructional Materials; *Money Management; Nutrition; Postsecondary Education; Secondary Education; Telecommunications

These proceedings contain the reports of almost 100 speeches, panel discussions, and workshops. The papers were presented on a variety of issues, including marketing research ethics, lifeline banking, information and the consumer, financial management, evaluating consumer education literature, consuming units around the world, the consumer and food, the consumer expenditure survey program, expenditure patterns, consumer behavior and education, credit, economic concepts, Illinois guidelines for consumer education, and the consumer field. Selected titles of particular relevance to education are "Changing Issues, Changing Agendas: Winning for the Consumer in the Next 50 Years" (Rhoda Korpatkin); "Estimating the Returns to Informed Decision-making: What Is a Subscription to Consumer Reports Worth?" (Brenda J. Cude); "Effects of Nutrition Label Format on Consumer Nutrition Decisions" (Joel Rudd); "Stress from Financial Problems and Ways of Coping: Implications for Financial Counselors" (Joye Dillman and Sally E. Horton); "Work after Retirement" (Jeanne M. Hogarth); "Sources and Types of Bias in Consumer Education Literature" (Jean Bowers); "Rationalizing Food Buying for Industrial Society: The Role of Consumer Educators" (Ann M. Christner); "Student Involvement in the Consumer Movement" (Richard McClintoch); "Family as a Consuming Unit: Overlooked Variable in the Modernization Process" (Revathi Balakrishnan); "Measures of Economic Well-Being: Husband and Wife Consensus" (Mari S. Wilhelm and Donna R. Iams); "Development of a Consumer Issues Attitude Inventory Based on a Descriptive Framework of the Consumer Interest" (Jean M. Lown); "Food Related Attitudes: Difference between Employed and Unemployed Women" (Anna Resurreccion and S. E. Prussia); "Consumer Price Index: Incorporating Results from the Consumer Expenditure Survey" (Charles C. Mason); "Wife's Education and Family Food Expenditures" (Ann C. Foster); "Women's Labor Force Participation: Economic Implications for Retirement Planning" (roundtable discussion); "Retirees as Volunteer Consumer Educators" (Mary Edmondson and Raymond Forgue); "High School and College Students' Consumer Actions: Implications for Consumer Education" (Barbara Pershing); "A New Assessment of the Benefits of Consumer Education" (Mary Carsky and Glen Mitchell); "Testing the Effectiveness of a Consumer Education Program for Preschoolers" (Louise Heslop and Kathleen Brophy); "Understanding Young Consumers: Cognitive Abilities and Task Conductors" (Deborah Roedder John); "Issues in Measuring Young Children's Responses to Television Advertising" (M. Carole Macklin); "Cable TV: Emerging Consumer Issue" (Lee Richardson and Martin Lazar); "St. Louis Public Schools Consumer Education Program: A National Model" (panel discussion); and "Teaching Ethics and Human Values through Consumer Education: Contributions to Aristotle, Kant, and Mill" (Audrey Peterson). (KC)

ED 272 757 CE 044 885

DiGregrio, Donna
Daily Newspapers Provide Real Life Teaching-Learning Materials. TECHNIQUES.
PUB DATE- Sep 84
NOTE- 3p.; Adapted from a videotape/lecturette prepared by Donna DiGregrio.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Computation; *Daily Living Skills; *Functional Reading; *Instructional Materials; *Newspapers; Teaching Methods

This article is intended to provide adult basic education teachers with examples of functional learning activities for their students through use of the newspaper. It lists activities which are illustrations of those that can be used to teach functional skills in the key areas of reading and computation. For reading, suggested activities include (1) determine the main idea of the article by identifying who, what, when, where, and why; (2) distinguish whether a story contains fact, fiction, or opinion; (3) build vocabulary; and (4) identify parts of speech. Suggested computation activities are (1) calculate sales tax; (2) determine salaries, wages, and rents for specified periods; and (3) compare prices through ads. Strategies are also given to expand the list of potential activities. (YLB)

ED 272 785 CG 019 268

Scruggs, Steven Merrill

Sexual Intimacy in Psychotherapy: A Review and Analysis of the Empirical Literature and Theoretical Assumptions.

PUB DATE- Jun 86
NOTE- 51p.; Research paper for the Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Client Characteristics (Human Services); Counselor Characteristics; *Counselor Client Relationship; Prevention; *Psychotherapy; *Sexuality
IDENTIFIERS- *Countertransference; *Intimacy; Transference

A review of the literature on sexual intimacy in psychotherapy revealed that male therapists were involved in sexual intimacies significantly more than were female therapists (approximately nine percent versus two percent). The research clearly shows that the overall effects of sexual intimacy are negative, ranging from clients experiencing difficulty in trusting a subsequent therapist to clients committing suicide. The sexualized therapeutic relationship appears to arise out of the vulnerabilities and/or conflicts of both the client (transference) and the therapist (countertransference). Awareness of the difference in status and power in therapy focuses on the abuse that may occur in the present, real relationship. In addition, the cultural situation allows male therapists' countertransference needs to be acted out sexually. Two steps appear necessary to the prevention of therapist-client sexual intimacy. First, the therapist should take a diagnostic approach to recognizing clients who are likely to be vulnerable to acting out sexually in therapy. Second, the therapist needs to take regular self-inventories of his or her own intimacy needs and to be aware of increased vulnerability in times of stress. Unfortunately, much of the research has failed to uncover the distinguishing characteristics of the sexually intimate therapist. (Author/NB)

ED 272 799 CG 019 282

Fleming, India; Baum, Andrew

Characteristics of Disaster Associated with Chronic Stress.

PUB DATE- Aug 86

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Emotional Response; *Environmental Influences; *Helplessness; *Natural Disasters; *Poisons; *Stress Variables; *Technology

Historically, most investigations of the social and psychological effects of disaster have focused on describing the impact of single traumatic events rather than on developing an understanding of how disasters or particular characteristics of disasters affect various groups of victims. This study investigated the hypothesis that stress caused by a technological disaster would be higher months after the incident than stress following a natural disaster. Levels of stress and feelings of helplessness were compared for three subject groups: (1) 27 residents of a community immediately adjacent to a leaking toxic waste dump; (2) 23 residents of a community which had been flooded; and (3) a demographically similar comparison group (n=27). Stress was measured using the Symptom Checklist: 90R (a self-report measure of emotional and physiologic distress), a proofreading task as a performance measure, and analyses of urinary catecholamines measuring physiological arousal. Questionnaires of life events, demographics, and background characteristics were used to control for other sources of stress. The results revealed that residents of the landfill neighborhood exhibited higher levels of stress across self-report, behavioral, and biochemical domains of measurement than did residents of either the flood neighborhood or the comparison neighborhood. These landfill residents also reported feelings of helplessness more frequently than did flood victims or the comparison group. Although this disaster study was essentially a case study, the hypothesis that technological disasters are more likely to cause chronic stress than are natural disasters was supported. (ABL)

ED 272 813 CG 019 296

O'Grady, Donald J.; Hoffmann, Claudia

Use of Hypnosis by Psychologists in a Pediatric Setting: Establishing and Maintaining Credibility.

PUB DATE- 26 Aug 86

NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Hospitalized Children; *Hypnosis; *Pediatrics; Professional Services; *Psychologists; *Role Perception

The use of hypnosis in a pediatric setting has the potential for yielding effective results. Obstacles to its use are inappropriate training of psychologists in pediatric psychology, resistance to hypnosis from the pediatricians and mental health professionals, fragmented communication, and constant demand for space and time. Success of hypnosis for the individual patient in a clinical situation depends on strong motivation and expectations, a positive relationship with the therapist, and trance ability. Successful use of hypnosis in pediatric care requires a strong desire for using hypnosis, positive collaboration with the pediatricians, and credibility in using hypnosis. In one pediatric hospital setting, hypnosis was used in about five percent of the referrals. Four symptom areas are particularly conducive to the use of hypnosis: (1) pain and discomfort; (2) anxiety and phobic disorders; (3) undesirable habits; and (4) other physical symptoms. Five signs of established credibility include earlier referrals, clearer professional communication, more requests for educational experiences, less checking out of the psychologists, and more informal inquiries regarding hypnosis. Maintaining credibility can be helped by staying visible, continuing educational efforts with the pediatricians, keeping abreast of current demand in subspecialty areas, facilitating the pediatrician's preparation of patients for referral, and preventing psychologist burnout by keeping responsibility in line with interests. Maintaining autonomy as much as possible seems essential for the effective use of hypnosis. (ABL)

ED 272 827 CG 019 311

Parr, Joyce; And Others
What People Want, Why They Move, and What Happens After They Move: A Summary of Research in Retirement Housing.
PUB DATE- Aug 86
NOTE- 50p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related documents, see CG 019 312-313.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Design; *Housing; Life Style; *Needs Assessment; *Older Adults; *Residential Institutions; *Retirement
IDENTIFIERS- *Congregate Housing Program; *Long Term Care Facilities

This document presents an overview of research in retirement housing which focuses on studying individuals' adaptation to retirement housing, consulting on the design of retirement housing, and conducting community surveys to assess the interest in living options for older persons. The terms congregate housing, continuing care retirement centers, and life care communities are defined. Community surveys, the market and regulations affecting congregate housing, financing of housing, and national organizations interested in this topic are discussed. The methodology used in community surveys is presented in detail. Findings of these surveys are presented in tables and discussions of the following topics: (1) features and services considered important by those interested and financially eligible for retirement center living; (2) building and apartment styles and sizes preferred by interested and financially eligible individuals; (3) distance interested and financially qualified individuals are willing to move for desired features and services; (4) degree to which interested and financially qualified individuals are ready to move to a retirement center; (5) type of sponsorship preferred by interested and financially qualified individuals; (6) characteristics which differentiate between those who prefer a rental plan and those who prefer a life care facility; (7) concerns expressed by those who are financially eligible but not interested in retirement center living; and (8) health center days used in life care communities. The need for program development, marketing strategies, management decisions, and budget planning to make use of this type of information is discussed. (ABL)

ED 272 841 CS 008 486

Rankin, Earl F.; Helm, Phoebe
The Validity of Cloze Tests in Relation to a Psycholinguistic Conceptualization of Reading Comprehension.
PUB DATE- 86
NOTE- 16p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Cloze Procedure; Elementary Secondary Education; Higher Education; *Measurement Techniques; *Reading Comprehension; *Reading Research; *Reading Tests; *Test Validity

Reading comprehension, viewed from a psycholinguistic perspective, is a process of mapping new information into existing knowledge structures and is similar to general thinking, reasoning, and problem solving. Reading comprehension is an active process--a dialogue between writer and reader--and an integration of the printed page and the reader's mind. Despite publication of much research supporting the validity of cloze tests as measures of reading comprehension over a period of about 30 years, both the content and the construct validity of cloze tests are still questioned. Further research and a review of the literature indicate that the content validity of cloze tests as measures of a meaningful construct of comprehension is stronger than for conventional reading comprehension tests, which have a higher validity only because of the uncritical acceptance of conventional reading test formats as models for the valid measurement of reading comprehension. Furthermore, the construct of reading comprehension measured by cloze tests is more theoretically and empirically meaningful than notions of reading comprehension embodied in conventional reading tests. A three-page list of references concludes the document. (SRT)

ED 272 934 CS 505 304

Phillips, Leslie; And Others
The Debate Judge as Educator and Responses.
PUB DATE- Aug 85
NOTE- 46p.; Papers presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Educational Improvement; *Educational Objectives; *Evaluation Criteria; High Schools; *Judges; Models; *Persuasive Discourse; Speech Communication; *Standards; Teaching Methods

The purpose of the three papers that make up this document is to explore and redefine the role of debate judges. The first paper, by Leslie Phillips, begins with the assertion that the debate judge is first and foremost an educator, notes that judging is one of the forces that shape and direct competitive forensics, and goes on to consider practitioners' failure to conceive a clear educational role for the judge, and to examine some of the reasons for this failure. The paper also proposes some modest steps toward better, more "educational" judging. The second paper, a response by G. David Richardson, focuses on the variance of educational philosophies with the role of the critic-judge. The paper argues that the inquiry approach to education is most consistent and harmonious with the structure of policy debate. It also considers Phillips's brief treatment of paradigms as educational devices, giving specific attention to the tabula rasa paradigms and their implications for the educator-judge. Finally, the paper offers some modifications and amendments to Phillips's recommendations for improving the educational function of judging. The third paper, a response to Phillips by John Durkee, notes positions of consensus: (1) it is necessary to have a clear awareness of the judge as critic/educator, and (2) it is desirable that the judge let the student debaters know something about individual judging preferences. The paper then explores R. Rowland's debate judging paradigm and Phillips's tabula rasa paradigm and their feasibility as universal judging standards. Finally, the paper discusses the use of lay judges in debate, describing two natural controls that insure such use will not distort the educational nature of debate, and argues that Rowland's Debate Judge paradigm is a perfect format for judges to follow. (HTH)

ED 272 948 CS 505 337

Tisthammer, Patricia; And Others

Adolescent Communication Screen. Revised.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adolescents; *Communication Skills; *Criterion Referenced Tests; Elementary Secondary Education; Evaluation Methods; *Language Skills; Language Usage; Nonverbal Communication; *Screening Tests; Special Education; Speech and Hearing Clinics; Speech Communication; Student Evaluation; *Testing; Test Interpretation; Time Perspective; Vocabulary Development; Word Recognition
IDENTIFIERS- *Adolescent Communication Screen

The Adolescent Communication Screen--a criterion-based instrument designed to provide speech-language clinicians a measure for screening the communication skills of students in grades 5 through 12--is described in this document. Included in the description are the instrument's subtests: vocabulary, temporal concepts, language comprehension, grammatic usage, word recall, sequential verbalization, and nonverbal aspects of communication. In addition, the document explains the instrument's standardization procedures, item selection, reliability, validity, administration, and score interpretation. Included are (1) tables that show the comparison of mean standard scores by grade levels of regular education students, learning disabled students, and the combined population; (2) the frequency distribution and percentile ranks of standard scores of the learning disabled population by grade levels; (3) the frequency distribution and percentile ranks of standard scores of the combined population; and (4) the test protocol. (HOD)

ED 272 963 CS 505 357

Cohen, Jodi R.

Between the Practice of Rhetoric and the World of Affairs: The Missing Link.

PUB DATE- 1 Jul 86
NOTE- 33p.; Revised version of a paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; *Current Events; *Persuasive Discourse; *Rhetoric; *Speech Communication
IDENTIFIERS- *Rhetorical Theory

In the past, rhetorical criticism relied heavily on an Aristotelian approach; critics judged a speech by how well it fulfilled the speaker's purpose and persuasion was the accepted goal of rhetoric.

Political and academic forces have brought about a methodological perspectivism or pluralism of rhetorical theory, and in turn, caused a shift from judging the effectiveness of rhetoric to judging the potential effects of rhetoric. This pluralism produces varied and rigorous criticism because individual critics are allowed to adopt different perspectives. However, though most critics use a variety of methods, overall, their criticism examines rhetoric as a self-contained process of psychosymbolic relationships that excludes the world of affairs. The extrinsic components of rhetoric are ignored in the criticism, thus preventing the union of rhetorical theory and the actual practice of rhetoric. Though rhetors and audiences often make a distinction between rhetoric and reality, the world of affairs does have an effect on rhetoric. For example, the public often assumes that the rhetoric of advertisers, politicians, and newscasters misrepresents the events of the real world, thus the events themselves participate in the rhetoric. Though not all critics need to examine the relationship of the world of affairs to rhetoric, criticism should reflect a variety of epistemological views in order to be consistent with the principles of perspectivism. (SRT)

ED 272 977 EA 018 701

Ventures in Good Schooling. A Cooperative Model for a Successful Secondary School.

National Association of Secondary School Principals, Reston, Va.; National Education Association, Washington, D.C.

PUB DATE- Aug 86

NOTE- 32p.

AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, P.O. Box 3250, Reston, VA 22090 (Order No. 2108607; $1.00 plus $1.00 shipping and handling, prepaid; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Responsibility; Administrator Role; Cooperative Education; *Cooperative Planning; *Educational Environment; Interprofessional Relationship; *Participative Decision Making; Personnel Evaluation; School Community Relationship; School Effectiveness; School Organization; School Policy; Secondary Education; *Self Evaluation (Groups); *Teacher Administrator Relationship; *Teacher Responsibility; Teacher Role

IDENTIFIERS- National Association Secondary School Principals; National Education Association

This booklet is intended to help teachers and principals examine their roles, responsibilities, and relationships to create a quality instructional program at the school site. It consists of guidelines intended to foster a positive school environment; to encourage and facilitate discussion, collegiality, and mutual professional respect; and to broaden the common interests of teachers and principals. By offering school professionals a means of measuring the distance between what their school is now and what it is capable of becoming, the guidelines provide the opportunity to develop a blueprint for self-improvement and a design for greater organizational effectiveness. Descriptions of "model practices" or "the evidence of success" common in effective schools are categorized into the folowing sections: "Successful Secondary Schools: The Cooperative Model"; "School Goals and Purposes"; "School Organization and Climate"; "Classroom Instruction"; "Supervision/Evaluation/Personnel"; "Student Learning and Behavior"; and "Family and Community Relationships." Appendices include names of NEA/NASSP task force members and contacts for the "Ventures" project. (IW)

ED 272 991 EA 018 725

Jones, Thomas N., Ed.; Semler, Darel P., Ed.
School Law Update, 1986.
National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 86
NOTE- 257p.; For individual chapters, see EA 018 726-745.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, 3601 Southwest 29th, Suite 223, Topeka, KS 66614 ($19.95 plus $1.50 postage and handling, prepaid; actual postage will be added to billed orders).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; Administrators; Censorship; Cheating; Child Abuse; Collective Bargaining; Copyrights; *Court Litigation; Desegregation Litigation; Dismissal (Personnel); Due Process; Educational Equity (Finance); Elementary Secondary Education; Equal Education; Females; *Government School Relationship; Higher Education; Home Schooling; Legal Responsibility; Minimum Competency Testing; Plagiarism; School Administration; *School Law; School Personnel; School Responsibility; Search and Seizure; Sexual Abuse; Sexual Harassment; Special Education; State Courts; Student Rights; Teacher Evaluation; Tenure; Videotape Recordings; Womens Education
IDENTIFIERS- *Supreme Court

A wide variety of contemporary legal issues, involving all levels of public and private education, are addressed in the 20 separate chapters comprising this volume. The titles and authors of the chapters are as follows: (1) Due Process of Law: Loudermill v. Cleveland Board of Education (Hooker); (2) Schools, Technology and the Law (Helm); (3) Censorship: Post Pico (Terry); (4) Plagiarism and Cheating (Mawdsley, Permuth); (5) Sexual Harassment in Employment and Educational Practices (Mondschein, Greene); (6) Management Prerogatives and the Scope of Public School Bargaining (Baldwin); (7) Collective Bargaining (Freeman); (8) A New Generation of Tenure Problems (Lee); (9) Preventive Law for School Administrators (Hawkins); (10) Minimizing Liability for the College Administrator: Female Student Protection (Batson); (11) Searching of Students after New Jersey v. TLO (Van Geel); (12) Objective Testing To Assess Teacher Competency (Beckham); (13) Home Instruction (Devins, Zirkel); (14) Dynamic Gradualism (Carter, et al.); (15) School Finance Reform through Litigation (Rossmiller); (16) Responding to Child Abuse (Myers, et al.); (17) Special Education (O'Hara); (18) An Update on the Ever Growing Momentum of Teacher Competency Testing (Flippo); (19) Keeping "Education" in Education Law (Reutter); and (20) Teacher School Law (Nolte). (CJH)

ED 273 005 EA 018 739

Carter, David G., Sr.; And Others
Dynamic Gradualism: Much Motion but Little Progress.
PUB DATE- 86
NOTE- 11p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Court Litigation; *Desegregation Litigation; *Desegregation Methods; Educational Change; *Educational Policy; Elementary Secondary Education; *Equal Education; Futures (of Society); Poverty Areas; School Community Relationship; Student Needs
IDENTIFIERS- Supreme Court

Thirty years after the "Brown v. Board of Education" decision, the United States has yet to adopt "all deliberate speed" in eliminating racial segregation, for courts have remained in protracted debate over desegregation in public schools. The legal concept of "intent" provides the distinction between "de jure" and "de facto" segregation, but a lack of guidelines has created problems for the North. Although progress has occurred in some areas, the situation has worsened in others; for example, the plight of low-income black children is worsening. The National Commission on Excellence in Education report draws attention to shortcomings of educational policies and to pervasive assumptions among Americans about minorities and education. Two local school projects have resulted in improvements--the School Improvement Project and Rising to Individual Scholastic Excellence. Cities that have successfully implemented such programs include New York City, Milwaukee, and Houston. Black and white high school graduates were equally likely to attend college in 1977; by 1982, 16 percent fewer blacks went on to college. As a result of changing demography, educators and the courts should no longer be willing to accept "busing of the status quo" as answers. Nontraditional instructional programs within each community should be developed, which build on the strength of existing faculty and staff. (CJH)

ED 273 047 EA 018 790

Darling-Hammond, Linda; Kirby, Sheila Nataraj
Tuition Tax Deductions and Parent School Choice: A Case Study of Minnesota.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RAND/R-3294-NIE
PUB DATE- Dec 85
NOTE- 118p.; The authors were assisted by Priscilla M. Schlegel.
CONTRACT- 400-83-0026
AVAILABLE FROM- Publication Sales, Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constitutional Law; Decision Making; Educational Status Comparison; Elementary Secondary Education; Government School Relationship; *Parent Attitudes; *Private School Aid; Private Schools; Public Policy; Public Schools; *School Choice; School Funds; School Taxes; *State Aid; State Boards of Education; State School District Relationship; Tax Credits; *Tax Deductions
IDENTIFIERS- *Minnesota Education Expense Tax Deduction Law; *Tuition Tax Credits Legislation

This report presents the results of one of the first empirical investigations of how a tax subsidy for tuition costs actually influences parents' school choices. It provides data about subsidy costs, utilization, and effects in Minnesota, the first state to have a tuition subsidy pass judicial review at all levels of the court system. The study also examines the effects of other state aid policies on nonpublic school operations and on parent choice of school, and it investigates the process by which parents make schooling choices. Findings suggest that the tax deduction has little or no effect on parental choice, while disproportionately benefiting upper-income households and parents who would have made the same schooling choices in the absence of the deduction. A reimbursable tax credit would be accessible to more parents than a tax deduction, while an educational voucher, representing "up front" cash, would have even greater effects on parents' school choices. However, other policies that directly increase access to schooling alternatives, such as lower immediate costs and free bus transportation, have the most effect on the schooling choices of low and moderate income parents. An appendix presents the selection and disposition of survey samples. Two pages of references and numerous tables are included. (IW)

ED 272 657 CE 043 032

Jones, Edward V.
Preparation for Instruction. TECHNIQUES.
PUB DATE- Jan 85
NOTE- 4p.; Edited from the Virginia ABE Newsletter.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Curriculum Development; Decision Making; Educational Planning; *Instructional Development; *Orientation; *Program Development; Teaching Methods

An "orientation" checklist is proposed to aid the adult basic education (ABE) teacher in preparing for instruction. The list reflects a number of issues teachers should consider carefully before meeting with students. The issues concern (1) information about the learners and their characteristics and needs that can be taken into account in planning instruction; (2) the teacher's view of his/her role as teacher given the content and group of learners, i.e., teacher- or learner-centered; (3) learning outcomes that provide the guiding framework for each student's learning plan; (4) "hidden" issues of content that should concern the teacher; (5) planning to provide opportunity for transferability; (6) type of instructional materials the teacher will use and encourage; (7) structuring of the learning environment to maximize student's physical and psychological comfort; and (8) approaches to reduce ambiguity and to resolve expectations at the first class meeting. (YLB)

Harrison, Cheryl
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Age Differences; *Behavior Problems; *Classroom Techniques; Developmental Stages; *Discipline; *Student Behavior; Student Characteristics; Student Needs; Young Adults
IDENTIFIERS- *Disruptive Behavior; ERIC Digests

Disruptive behavior, which can range from tardiness to violence against classmates or staff members, is a growing problem in adult basic education (ABE). Many feel that this is because ABE programs have begun serving young adults below the age of 18 who are quite different from their more mature classmates both psychologically and emotionally. Five basic techniques that ABE instructors can use to minimize classroom disruption in a positive manner are (1) communicating that the teacher is aware of everything occurring within the room; (2) demonstrating smoothness, both within a lesson and in transitions between lessons; (3) altering groups frequently and holding groups accountable for their own learning; (4) arousing challenges; and (5) providing seat work variety and challenge. The instructionally effective program is not only academically successful, but safe as well, and the key to an instructionally effective school is a committed, active leader. ABE programs can change in a way that limits disruptive student behavior. The commitment to change must be headed by a strong academic and disciplinary leader, and staff cooperation is vital. Even if age segregation of students is not deemed necessary, educators must still be sensitive to the different stages of adulthood and must learn how to address the distinctive concerns of each age group of adult students served by a particular program. (MN)

ED 272 715 CE 044 816

Delker, Paul V.
Beyond Literacy in an Uncertain World.

PUB DATE- 10 Jun 86
NOTE- 15p.; Paper presented at the Commission of Adult Basic Education Conference (Knoxville, TN, June 10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; Daily Living Skills; Definitions; Educational Change; *Educational Needs; Futures (of Society); *Literacy Education; *Relevance (Education); Social Change; Technological Advancement

Media statements and pronouncements by leaders in various sectors throughout the nation confirm that literacy still means the ability to work with the printed or written word. It is also evident that the term literacy includes more than reading. Literacy encompasses writing, speaking and listening, computing, and even problem-solving skills. Because the context of the United States is more complex and more technologically advanced than most other areas throughout the world, our popular notion of literacy includes a higher standard than that used anywhere else. Although it is true that the contexts in which Americans live vary widely, the evolving popular notion of literacy does include a set of shared contexts. In each of these, Americans are confronted with a series of tasks demanding a mastery of basic skills. Saying that literacy is a national priority is equivalent to saying that Americans must acquire the competence and knowledge to face the tasks confronting them in the contexts of their roles as family member or parent, producer or consumer, and citizen. The competencies required in today's uncertain world go beyond literacy or the basic skills and include discernment, reflection, risk taking, and being open to new perspectives. (MN)

ED 272 772 CE 044 953

Groff, Warren H.

Perspectives on the Education and Training System of the Future. Information Series No. 312.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 44p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN312, $5.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Economic Factors; Educational Demand; *Educational Trends; *Futures (of Society); Holistic Approach; Labor Turnover; *Long Range Planning; Outcomes of Education; Social Indicators; Teacher Education; Teacher Recruitment; *Teacher Supply and Demand; Technological Advancement; *Vocational Education

The mission of vocational education has always been to provide a skilled work force for society. As society and work evolve through the influence of demographic, social, economic, technological, and political changes, the essential purposes of vocational education must be made appropriate for the emerging advanced technical society. To devise scenarios for creating preferred alternative futures, a combination of three perspectives can be used. The futuristic perspective involves assessing society and work by forecasting what can be, what is likely to be, and what should be. In the holistic perspective, an audit of current conditions considers the implications of a global economy, international competition, and scientific advances for vocational education. The outcomes perspective is derived from research on outcomes of education that yields new criteria for evaluation of education and training. From these perspectives, alternatives can be developed involving increased or diminished emphasis on vocational education. Staffing the education and training system of the future thus revolves around such issues as vocational teacher supply and demand, recruitment, and retention. The transition to an advanced technical society necessitates the redesign of the education and training system through (1) policy targeted at research and human resource development, (2) leadership that can implement the concepts of strategic planning to create visions and preferred scenarios, and (3) cooperation of a broad range of institutions and education and training providers in the realization of these visions. A five-page list of references concludes the document. (SK)

ED 272 857 CS 008 531

Weintraub, Sam; And Others
Summary of Investigations Relating to Reading, July 1, 1984, to June 30, 1985.
International Reading Association, Newark, Del.
PUB DATE- 86
NOTE- 327p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (No. 780, $15.00 member, $23.00 nonmember). Microfiche edition--Alvina Treut Burrows Institute, Inc., P.O. Box 49, Manhasset, NY 11030.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Cognitive Processes; Elementary Secondary Education; Higher Education; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Reading Strategies; Remedial Reading; *Research Methodology; Research Projects; *Teacher Education

Intended to help professionals remain knowledgeable about current research in reading and to serve as a relatively accessible bibliographic source of research on a specific topic, this annual report summarizes approximately 1,000 reports of reading research identified between July 1, 1984, and June 30, 1985. The summaries are arranged into six major categories. The first category lists other general bibliographies offering summaries of reading research. The second category presents summaries of studies concerned with teacher preparation and practice, while the third category contains summaries of reports dealing with the sociology of reading. Most reports appear in the fourth category, which deals with the physiology and psychology of reading. The fifth and sixth categories cover reports on the teaching of reading and the reading of atypical learners. Concluding the document are a list of approximately 400 journals monitored for the summary and an author index. (HTH)

ED 272 887 CS 209 970

Walters, Norma J.

Fundamental Guidelines for Publishing a Journal.

Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 86
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Editors; Evaluation Criteria; Guidelines; Journalism; *Layout (Publications); Letters (Correspondence); Literature Reviews; Organization; *Periodicals; *Printing; *Publishing Industry; Records (Forms)
IDENTIFIERS- Editorial Boards

Intended for those involved in planning, organizing, and publishing professional association journals, this document includes the necessary framework for establishing and producing a journal. The seven sections of the document provide the following: (1) the framework for establishing a journal; (2) guidelines for authors; (3) a sample format of a journal including cover of journal, inside cover page, first page in journal, abstracts, references, and book review; (4) organizational plan for selection of manuscript candidates; (5) duties and responsibilities of the editorial staff; (6) process, letters, and forms for review of editorial materials; and (7) information on financial obligations. (HOD)

English 33 Curriculum Specifications.

Alberta Dept. of Education, Edmonton.

PUB DATE- Apr 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; Educational Assessment; Educational Testing; *English Curriculum; English Instruction; Foreign Countries; Grade 12; High Schools; Language Arts; Listening Skills; Reading Comprehension; *Reading Skills; *Reading Tests; Speech Skills; Student Evaluation; Testing Programs; *Visual Perception; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for teachers, this document provides curriculum specifications for the Grade 12 Diploma Examinations in English 33 in Alberta, Canada. Introductory information (1) indicates the approximate time to be devoted to teaching various components of the language arts, the relative importance of concepts and skills, and priorities for instruction and evaluation; (2) defines both process and outcome objectives; and (3) discusses the purposes of the classroom evaluation and the Grade 12 Diploma Examinations (to assess outcomes and their audience is students and their parents, employers, post-secondary institutions, and school systems). The second section of the document outlines the writing, reading, viewing, listening, and speaking concepts specified for high school language arts programs. The third section provides a rationale for the selection of objectives for diploma examination purposes, outlines outcome objectives for the diploma examinations in English 33, and lists the skills needed for mastering the three testable concepts of writing, reading, and viewing. (SRT)

ED 272 920 CS 210 023

Yussen, Steven R.; And Others
Listening versus Reading in Monitoring Comprehension.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Higher Education; *Listening Comprehension; *Reading Comprehension; *Reading Processes; *Reading Research
IDENTIFIERS- *Comprehension Monitoring; *Error Detection

Noting the differences in processing information by reading and by listening, two studies examined subjects' ability to detect errors in written and oral prose. In both experiments, college students were presented with four expository passages drawn from different written sources. All passages were approximately 300 words and 5 paragraphs long, with 4 paragraphs containing text disruptions specifically crafted for the study. Subjects read or listened to each passage, and noted any mistakes contained in each paragraph as it was being presented or during a 20-second pause between consecutive paragraphs. The general disruptions in the paragraphs consisted of statements of the main idea that contradicted one or more facts heard later, while specific disruptions consisted of single statements that were logically inconsistent or that contradicted common knowledge. Results of the two experiments did not appear to prove that spotting errors in a text is more difficult when listening than when reading. Mixed evidence suggested that in some cases listening is superior to reading. The two experiments did not permit drawing a clear inference about why listening superiority occurs sometimes, but two likely explanations are that (1) the pacing of the presentation is critical, and (2) subjects naturally process oral discourse more "deeply" than written discourse. (Tables of data are included, including two examples of disrupted paragraphs.) (HTH)

ED 273 019 EA 018 753

Woods, Michele A.

Which Way to Improvement? A Resource Guide for District and School Coordinating Councils.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85

NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Alcohol Education; *Attendance; *Discipline; Drug Abuse; *Drug Education; *Educational Improvement; Elementary Secondary Education; Faculty Development; Nontraditional Education; Peer Relationship; Program Costs; Program Descriptions; School Districts; Students; Study Skills

Programs and practices that may be useful to those planning school improvements in the areas of discipline, student achievement, attendance, and drugs and alcohol are collected in this sampling of the broad array of programs available. The programs on discipline are aimed at classroom management, alternatives for the disruptive, conflict resolution, student peer support, and crime intervention. The drug and alcohol programs involve substance abuse centers, chemical health intervention, curricular offerings, a registry of staff development programs, and Students against Driving Drunk, a national student organization. The programs for increasing student achievement focus on study skills and work habits, peer supervision, study and tutoring centers, instructional techniques for team learning, management of time and content, and the development of staff awareness of the power of expectations. The section on student attendance reviews an alternative program, four district attendance policies, and a student attendance review committee. Each program description covers program characteristics, initiation dates, program accomplishments, costs, and sources for additional information. The programs offered apply to elementary education, secondary education, or both. Classroom-, school-, and district-level programs are included. (PGD)

ED 272 674   CE 043 834

Kentucky's Vocational Beginning Teacher Testing Program Handbook.
Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jan 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; *Beginning Teachers; Business Education; Higher Education; Home Economics; Industrial Arts; Industrial Education; Marketing; Office Occupations Education; Public Service Occupations; Secondary Education; *State Programs; *Teacher Certification; *Testing Programs; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Kentucky

This handbook is designed to provide teacher applicants and vocational educators with general information about Kentucky's Beginning Vocational Teacher Testing Program. Information is provided on amended chapter 396 of Kentucky's Revised Statute, which stipulates that all new/beginning teachers successfully complete appropriate written tests and serve a one-year internship prior to initial certification. Brief descriptions follow of the teacher testing programs for agriculture education, business and office education, health and personal services, home economics education, industrial education, and "others." Other types of information included are tips for taking the test, test administration procedures, notification and confidentiality of test scores, retaking tests, registration deadline, test location, examples of multiple-choice questions, test registration, and a sample test registration form. (YLB)

ED 272 744 CE 044 866

Jones, Edward V.
Teaching Reading through Language. TECHNIQUES.
PUB DATE- May 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Beginning Reading; *Language Experience Approach; *Literacy Education; *Reading Instruction; *Reading Skills; Skill Development
IDENTIFIERS- *Assisted Reading Instruction

Because reading is first and foremost a language comprehension process focusing on the visual form of spoken language, such teaching strategies as language experience and assisted reading have much to offer beginning readers. These techniques have been slow to become accepted by many adult literacy instructors; however, the two strategies, particularly when used in combination, have more to offer to adult illiterates than to children who are learning to read. In essence, the language experience approach is based on a "dictate and read" strategy in which learners dictate or record brief statements pertaining to incidents of significance to their own life. These statements are then typed as soon as possible for the student to use as reading material. Text may be transcribed as it was dictated or may be scrambled. Assisted reading, which is a process of learning by immersion, is particularly effective when used in conjunction with the language experience approach. In the first of the three stages of assisted reading, the learner observes while an assistant moves a finger from word to word across the page while pronouncing them. In the second stage, the reader recognizes and vocalizes some of the words before the experienced reader supplies them. By the third stage, the beginning reader takes the initiative by pronouncing all the words he or she can while the assistant supplies the remaining words. Underlying both techniques is the assumption that reading is learned to a much greater extent than it is taught. (MN)

ED 272 758 CE 044 887

Hinkle, Bette
Writing Activities Enliven ABE/GED Class. TECHNIQUES.
PUB DATE- Apr 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *High School Equivalency Programs; Learning Activities; Literacy Education; *Writing Exercises; Writing Instruction; *Writing Skills

This article focuses on using writing activities in adult basic education/General Educational Development level classes to increase students' self-confidence, enjoyment of writing, and opportunities for group instruction. Suggestions are made for early writing experiences as well as later activities. The writing activities most enjoyed by other groups of students are also recommended. Recommendations for revision and correction of students' later work are also made. (YLB)

ED 272 872 CS 209 887

Pearson, Ronald A.
The Ideal Public Relations Situation: Alternative Criteria for Program Evaluation.

PUB DATE- 5 Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Communication Skills; *Evaluation Methods; Information Theory; Literature Reviews; Organizational Communication; Persuasive Discourse; *Program Evaluation; *Public Relations; *Rhetoric
IDENTIFIERS- Corporations

The analysis presented in this paper is based on the premise that study of public relations from the perspective of a rhetorical theory yields useful insights about public relations. The first part of the paper develops a rationale for the study of the rhetoric of organizations, especially the rhetoric of corporations, and concludes by juxtaposing the work of a theorist interested in public affairs management with the views of a rhetorical theorist. The second part of the paper reviews relevant literature in public relations with emphasis on (1) themes in the work of James Grunig, Todd Hunt, and William Ehling, and on (2) the current importance of the idea of measurability in public relations. The final section of the paper links the themes in public relations literature with the critical theory of Jurgen Habermas, which results in the development of criteria for critically evaluating public relations programming. (DF)

ED 273 034 EA 018 768

Bredeweg, Frank H.
United States Catholic Elementary and Secondary Schools, 1985-1986: A Statistical Report on Schools, Enrollment, & Staffing.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 26p.; For the previous year, see ED 256 052.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($7.30 prepaid; postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Minority Groups; *Private Schools; School Demography; School Personnel; *School Statistics; Tables (Data); Tax Credits; Teacher Student Ratio; Tuition

Historical data (since 1968-69) and current data on schools are presented and their significance and implications discussed. The data include national population, birth rate, and age trends; enrollment trends in public and private schools; and enrollment trends in private schools by religious affiliation. Catholic school statistics, gathered from 169 diocesan offices, include enrollment trends by level, region, type of school, and ethnic composition; pupil teacher ratios; staff employed; and financial data. The report highlights state that (1) the number of elementary school-age children began to increase again during the current 1985-86 school year; (2) private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's; (3) Catholic schools today constitute a far smaller share of private education than they did in the 1960's; (4) the percentage of non-Catholics in Catholic schools increased to 11 percent in 1983-84; and (5) minority students in Catholic schools still exceed one-fifth of the total enrollment. (MLF)

ED 272 688 CE 044 773

LeBlanc, Darrell; Cap, Orest

Faculty Perceptions of Nigerians Enrolled in Technical Teacher Training Programs. Report II.

Manitoba Univ., Winnipeg.; New Brunswick Univ., Fredericton.
SPONS. AGENCY- Canadian Bureau for International Education, Ottawa (Ontario).
PUB DATE- May 86
NOTE- 126p.; For report I, see CE 044 772.
AVAILABLE FROM- Canadian Bureau for International Education, 85 Albert, Suite 1400, Ottawa, Ontario K1P 6A4, Canada.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Students; Foreign Countries; *Foreign Students; Higher Education; *Preservice Teacher Education; *Program Attitudes; Program Effectiveness; Program Implementation; Program Improvement; *Teacher Attitudes; Technical Education; *Vocational Education Teachers
IDENTIFIERS- *Nigerians; University of Manitoba (Canada); University of New Brunswick (Canada)

The purpose or immediate goal of the Nigerian Technical Teacher Training Project was to provide for a Bachelor of Education degree program, but the long-range goal was to develop and provide Nigeria with a pool of trained technical instructors. An evaluation of the program was made by gathering the perceptions of the implementation of the program by faculty and advisors. A sample of 10 professors/advisors answered a questionnaire with a Likert-type scale regarding their perceptions of the Nigerian students' experiences in the program. Results of data analysis showed that the respondents attitudes were primarily positive. The faculty/advisors generally agreed that the Nigerian students were polite and courteous, were integrated into campus life, were hard working and conscientious, and were productive members of group projects. Based on results of the study, recommendations were made for improvement in the following areas: general recommendations on such topics as selection of candidates, formation of a planning and review conference, and cultural awareness activities, the government of Nigeria's involvement in the total program, preparation for departure from Nigeria, arrival in Canada, Canadian Bureau for International Education activities, responsibilities of the educational institution and opportunities within the institute of enrollment and community, project personnel, programs, living conditions and cultural integration, and departure from Canada. (KC)

ED 272 786 CG 019 269

Entwistle, David Nelson

The Use of the Rorschach to Identify Schizophrenia: A Review of the Literature.

PUB DATE- Jun 86
NOTE- 47p.; Research paper for the Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Clinical Diagnosis; Cognitive Style; *Diagnostic Tests; *Evaluation Criteria; Perception; Psychological Patterns; Research Needs; *Schizophrenia
IDENTIFIERS- *Rorschach Test; *Schizophrenia Index

Rorschach's use of inkblots as a diagnostic tool has been quite useful in aiding in the diagnosis of schizophrenia. In developing his Comprehensive System for the Rorschach, John Exner (1974) included an index designed to identify schizophrenic subjects. The Schizophrenia Index has evolved to reflect ongoing research. In its current state, the five criteria of the Schizophrenia Index include eight variables that are postulated to relate to two areas of schizophrenic disturbance: disordered thinking and inaccurate perception. Both of these have been well supported by empirical data. The accuracy of the Schizophrenia Index is well documented, having a hit rate of approximately 80% with false positives averaging slightly over 6%. The Index could be improved, especially by limiting false positives by the affective disorders. It would also be helpful to have agreement on how to define schizophrenia and to compare schizophrenic subtypes and groups such as borderline and schizotypal personality disorders. Some research suggests that schizophrenics yield reliably different scores on popular and human content responses than do non-schizophrenics. The accuracy of the Schizophrenia Index might be improved by including these measures. In addition, there is a need for replication of the results of Exner and his colleagues and a need for access to unpublished studies done by Rorschach Workshops. Despite its limitations, the Schizophrenia Index continues to be a useful tool in the diagnosis of schizophrenia. (NB)

ED 272 800 CG 019 283

Wormith, J. Stephen
The Effects of Incarceration: Myth-Busting in Criminal Justice.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Institutions; *Criminology; *Environmental Influences; Foreign Countries; *Prisoners; *Psychological Characteristics; *Social Theories
IDENTIFIERS- Canada

Nowhere is myth more commonplace than in the correctional setting. With its foundation firmly implanted in tradition and folklore, a great deal of prison management is based on intuitive principles. Moreover, the popular theoretical positions concerning the impact of incarceration have been equally intuitive, or at best ideologically based in the liberal humanist tradition of academia. Generally, these positions bemoan the deleterious effects of incarceration. In contrast, the empirical literature presents a much more equivocal view. Numerous studies report no psychological or intellectual deterioration. These studies include the following: (1) a study of prisoners' psychological characteristics in which longer periods of incarceration were associated with lower levels of pathology; (2) a study of self-esteem which illustrated the complexity of the incareration process; and (3) a cross-sectional survey of psychological and attitudinal attributes that show amount of time served was differentially related to prosocial sentiments depending on sentence length. In this debate, questions of effect have been confused with questions of value. When this occurs, reason succumbs to sarcasm and anger. An empirically-based response to the misplaced anger of humanists must be balanced by a rejection of the inevitable embrace offered by corrections administrators. (A seven-page reference list is included). (Author/ABL)

ED 272 814 CG 019 297

Emerson, Shirley; McBride, Martha C.
A Model for Group Treatment of Adults Molested as Children.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; Assertiveness; Behavior Modification; *Child Abuse; Cognitive Restructuring; *Counseling Techniques; *Females; Gestalt Therapy; *Group Counseling; *Sexual Abuse
IDENTIFIERS- *Adults Molested as Children

It has been estimated that 85% of all women seeking therapy are adults molested as children (AMACs). Group counseling with AMACs is recommended, with groups having homogeneity in terms of presenting problems and heterogeneity in group members' ability to deal with their sexual abuse. Groups should be closed, meet once or twice a week for 2-hour sessions, have 6-8 members, and continue for at least 6 months. A three-stage model for group counseling with AMACs has been developed. Stage 1 goals are to establish a trusting and safe environment and a common bond among group members, and to get group members past the denial stage to admit that they were victims of sexual abuse and that the abuse has affected them. Stage 2 goals involve dealing with group members' feelings of rage, guilt, shame, and fear that emerge after denial is overcome. Gestalt Therapy seems to be the most effective treatment for this stage. Stage 3 goals involve helping group members to rebuild trust in themselves and others by correcting their distorted thinking and by teaching them coping skills for daily living. Cognitive-behavioral methods and assertiveness training seem appropriate at this stage. If treatment goals are met, group members will be able to accept themselves and their feelings and can begin to enjoy their lives. (NB)

ED 272 828 CG 019 312

Parr, Joyce; Green, Sara

The Industry, the Psychologist and What We Can Do To Build Working Relationships between Them.

PUB DATE- 23 Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related documents, see CG 019 311-313.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); *Consultants; Consultation Programs; *Housing; *Industry; *Older Adults; *Psychologists; Retirement
IDENTIFIERS- Congregate Housing Program; *Consultant Role; *Long Term Care Facilities

The housing industry for the elderly has changed from being primarily the effort of charitable organizations to include a large number of for-profit businesses. Psychologists interested in dealing with this industry will have to be aggressive. Important considerations include the following: (1) managers make decisions about finances, products, and services which impact older persons; (2) these entrepreneurs create and manage capital which makes new living and health care options available; (3) psychologists should try to learn from those who have been in the business; (4) potential clients for psychologists include entrepreneurs trying to enter the industry; (5) many who want information do not want to pay for it; (6) large companies do not want consultants, but want to hire their own people; and (7) small companies are more interested in consultants' data than are large companies. Psychologists working with industrial clients should read industry journals and attend industry meetings; identify practitioners' information needs and supply that information; make recommendations based on data, experience, and current psychological and gerontological information; and accept a timetable. Industrial parties should be sure the psychologist knows what they want, anticipate questions, share insight, insist on understandable terminology, give a deadline, and insist on discussions of implications. By working with industry, psychologists can contribute to the creation of better long-term care settings. (ABL)

ED 272 842 CS 008 493

Farnan, Nancy J.
A Look at Reading and Writing as Similar Language Skills: A Review.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Content Area Writing; Elementary Secondary Education; Language Acquisition; Language Skills; Learning Strategies; Learning Theories; Models; *Reading Research; *Reading Skills; *Reading Writing Relationship; *Theory Practice Relationship; *Writing Skills

Four similarities between reading and writing and their corresponding instructional significance are examined in this literature review. Each of the four reviewed topics is prefaced by general instructional suggestions based on research cited in the review. Topics and suggestions are as follows: (1) linguistic--whenever possible, the processes of reading and writing should be integrated within the framework of classroom instruction; (2) cognitive--by virtue of the interrelationship between thought and language, reading and writing should be integrated across all content areas to enhance students' skills in thinking and learning; (3) affective--strategies that take into account students' interest, attention, and motivation are necessary for effective language skill development, since each of these variables influences students' ability to use their language skills to maximum potential; and (4) instructional--instruction should emphasize the complementary nature of reading and writing as mutually facilitative, not mutually exclusive, language skills. The review ends by presenting a model of reading and writing as similar language skills. A three-page reference list is appended. (HOD)

ED 272 935 CS 505 319

Safadi, Michaela; Valentine, Carol Ann
Contrastive Analysis of American and Arab Nonverbal and Paralinguistic Communication.
PUB DATE- 85
NOTE- 36p.; Print is small and marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Body Language; Comparative Analysis; Contrastive Linguistics; *Cultural Awareness; *Cultural Differences; *Cultural Traits; *Intercultural Communication; Models; *Nonverbal Communication; *Paralinguistics; Speech Communication
IDENTIFIERS- American (United States); *Arabs; Middle East

To achieve effective intercultural communication, participants must understand how behavioral differences may lead to miscommunication. Such behavioral differences can be illustrated by Arab and American nonverbal behavior. Individualism is the ideal for the American middle class, whereas Arabs are motivated by public opinion. Yet in the Arab world, losing control in public is more excusable than it is in the Western world. Arabs also use a wide range of gestures with subtle physical differences that amount to great semantic variants, and these are generally the same throughout the Middle East. For example, the thumb-forefinger circle with remaining three fingers extended upwards has been borrowed from the West to indicate "OK," for which meaning the signing hand is shaken a couple of times gently. Without the shaking, the gesture is interpreted as an obscene female genital reference. Paralingual aspects of communication are sometimes even more elusive and prone to misunderstanding than gestures. A single tongue click as opposed to a multiple click, for example, is an Arab alternative to an eyebrow raise, head toss, or head shake, all of which may indicate "no." Arabs have also developed the ability to retreat into themselves to accommodate their need for privacy. Americans, on the other hand, create privacy by physically retreating and by closing doors. Other differences can be found in cultural values and notions. It is incumbent on the individual business person to examine personal style and ideas for these cultural implications and biases. (Paradigms that enable analyses of gestural and paralinguistic communication are suggested, and a four-page bibliography and extensive tables comparing Arab and American nonverbal behavior are included.) (HOD)

ED 272 949 CS 505 338

Ringer, R. Jeffrey; Pearson, Judy C.

The Influence of Sex Roles on Prerequisite Conditions of Self-Disclosure.

PUB DATE- Apr 86

NOTE- 42p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Andragogy; *Behavior Patterns; *Communication Research; Females; Higher Education; *Interpersonal Competence; Males; *Self Disclosure (Individuals); Sex Differences; *Sex Role; Socialization

A study investigated ways in which masculine, feminine, androgynous, and undifferentiated individuals differed with respect to the importance placed upon receiver and sender characteristics as prerequisite conditions for self-disclosure. Subjects, 492 college students, completed a personal attributes questionnaire, which identifies individuals as masculine, feminine, androgynous, or undifferentiated, and a prerequisite condition survey, which asks respondents to indicate how important various conditions are in their decisions to self-disclose. Results showed that (1) masculine subjects saw receiver characteristics as significantly less important for self-disclosure than did feminine and androgynous subjects, (2) feminine subjects saw receiver characteristics as significantly more important than did masculine and androgynous subjects when the topic dealt with sexual activities, (3) masculine subjects viewed sender characteristics as significantly less important than did feminine and androgynous subjects, and (4) undifferentiated subjects placed more importance on an intimate setting as a condition for self-disclosure than did androgynous and masculine subjects. Sexual activities and achievement were revealed as unique and important topics about which people disclose, and psychological sex, or sex role, was shown to be more helpful than biological sex in understanding the prerequisite conditions for self-disclosure.A seven-page reference list and three tables are appended. (FL)

ED 272 964 EA 018 659

Wagner, Laura A.
A State Perspective on Teacher Leadership Roles: The Potential of the California Mentor Teacher Program.
PUB DATE- 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Leadership; *Master Teachers; *Mentors; Released Time; *Stress Variables; Teaching (Occupation); *Teaching Conditions; Work Environment

IDENTIFIERS- *California Mentor Teacher Program; California State Department of Education; Far West Laboratory for Educational R and D CA; *Teacher Status

The California Mentor Teacher Program is one of many efforts to improve teacher supply and quality, provide professional support, and offer alternative motivators and reward systems. This paper explores teacher leadership issues offered by this program. Using data from a 1985 joint study of the mentor initiative (by California State Department of Education and Far West Labaoratory for Educational Research and Development), the analysis describes current program adaptations, stress points, and areas needing greater support. Findings show that (1) local program definitions vary enormously, (2) broad variations in mentoring control occur, and (3) most mentoring happens with experienced teachers working on curriculum and instruction. The program raises some individual and organizational stress points, including exemplary teacher status versus peer acceptance, unclear mentoring technology, and lack of effectiveness indicators ensuring the program's future. Increasing teachers' decision-making power and providing career advancement opportunities will require multiple sources of support. These include training and support to implement the program (mainly released time for teachers to work together), integration of mentor programs with other improvement initiatives, and planning to support teacher leadership and career development. Included are 3 tables and 28 references. (MLH)

Mungazi, Dickson A.
Cultures in Collision: Education and Dialogical Encounter in Zimbabwe.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (29th, Stanford, CA, April 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Power; Colonialism; Culture Conflict; Developing Nations; *Dialogs (Language); *Educational Discrimination; Educational Policy; Foreign Countries; Human Relations; *Politics of Education; Problem Solving; Racial Discrimination; Racial Relations; Self Determination; *Social Theories; *War
IDENTIFIERS- Consciousness; *Freire (Paulo); Oppression; *Zimbabwe

The central theory of Paulo Freire's "Pedagogy of the Oppressed" is that all human beings are capable of engaging in a dialogical encounter with their world. Application of this theory to the bitter civil war that occurred in Zimbabwe from 1972 to 1979 leads to four conclusions. First, the lack of educational opportunity for the Africans and the unwillingness of the Rhodesian Front (RF) government to engage in a dialog was a major cause of the war. The more the RF refused to engage in dialog with the Africans, the more the prospects of a serious conflict and a military confrontation increased. Second, good national educational policy and the practice of democracy must exist together. However, the RF never practiced democracy in its relations with the Africans because of its belief that there are cultural differences that cannot be eliminated, and that belief became a justification for perpetuating oppression. Third, the only way the war could have been avoided was to have engaged the Africans in dialog about the educational process that would have led to dialog about other national issues. The fourth and last conclusion is that there comes a time when the oppressed use the limited education available to arouse a nationalistic feeling that motivates them to struggle for their own freedom. Substantiating material (32 footnotes and 1 table) is dispersed throughout the paper. (MLF)

ED 273 006 EA 018 740

Rossmiller, Richard A.
School Finance Reform through Litigation: Expressway or Cul-de-Sac?
PUB DATE- 86
NOTE- 11p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Constitutional Law; Court Litigation; Educational Change; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Financial Policy; *School District Spending; *School Support; State Aid; State School District Relationship

School finance reform through court action has failed on the federal level and has had mixed success in state courts. State litigation focuses primarily on equal protection provisions and on constitutional working. The 1976 "Serrano v. Priest" decision in

California has given the finance reform movement impetus from its assertion that an equal protection clause is in violation if the amount of school district revenue per pupil is a function of the district's wealth rather than that of the state. The countervailing argument centers on the state's objective of local control. Wording of constitutional provisions are often vague and inconsistently applied from state to state. Three states have failed to comply with their constitutional requirements, the precedent set by the 1973 "Robinson v. Cahill" decision in New Jersey. A state's legislative and executive branches--not the courts--are responsible for devising and implementing finance program revisions. Promotion of local control generally will not survive the required constitutional test when education is determined to be a state's fundamental interest. Litigation has drawn attention to finance system inequities, but it should be used in conjunction with other efforts to achieve action by state executive and legislative branches of government. (CJH)

ED 273 048 EA 018 791

Dynamics of an Aging Teaching Profession. Report of a Seminar (Ottawa, Ontario, Canada, October 20-22, 1985).

Canadian Teachers' Federation, Ottawa (Ontario).

REPORT NO.- CTF-C-85402; ISBN-0-88989-179-6
PUB DATE- Oct 85
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; *Aging in Academia; Change Strategies; Demography; Elementary Secondary Education; Employment Patterns; *Faculty Development; Foreign Countries; National Surveys; Statistical Data; Tables (Data); Teacher Attitudes; Teacher Effectiveness; Teacher Employment; *Teaching (Occupation)
IDENTIFIERS- Canada

The recruitment of young people into the teaching profession declined in Canada during the late 1970's and early 1980's. By 1985 the average age of teachers in most provinces rose to around 40. Three major papers presented at a 1985 seminar focused on the implications of this changing age structure for employment policies and services. In "The Teaching Business in Canada," John Holland and Saeed Quazi describe the factors affecting the average age of teachers and the rate of change in the average age, and comment on probable consequences of the changes. Teacher employment is examined in the context of (1) developments in the entire Canadian labor force, (2) population trends, (3) educational demand, (4) salary levels, and other factors. Statistical tables support the arguments. "Aging Workers, Aging Teachers: What Do We Know about Them?" by Philippe Dupuis, identifies the determinants of aging, reviews research on older workers to distinguish myth from reality, and presents preliminary results from a study of the midlife and midcareer attitudes and perceptions of school principals and teachers. "Professional Development: Renewal Strategies," by May Maskow, suggests methods for ensuring the maintenance of effective teaching as the average age of teachers climbs. (PGD)

ED 272 658 CE 043 033

Smith, Margaret D.
Fifty Tips for Using the Needs/Interest Survey Process. TECHNIQUES.
PUB DATE- May 85
NOTE- 4p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Community Education; *Continuing Education; Decision Making; *Educational Needs; Interest Inventories; *Material Development; *Needs Assessment; *Program Development

Tips are offered for using the needs/interest survey process to provide continuing and community education programmers with information for setting goals and establishing program objectives. Some of the 50 tips include using only those questions essential to programming, restricting the length, targeting the survey, getting input on topics included, programming based on findings, keeping the instrument simple, asking for identification of a contact person, asking for a commitment, avoiding educational jargon, securing administrative support for the study, eliciting support from important people inside and outside one's agency, giving directions on how to answer questions, avoiding generalizing information, being careful to program based on "consumer" rather than "planner" needs, and including cooperative planning with other agencies to validly determine needs. Other tips are predetermining who, when, and why others can use the data; preparing for unanticipated responses; preparing a clear, thorough, and unbiased report; pretesting the study; thanking participants; analyzing data again and again; protecting results; including program information to generate interest; getting involved with the community; including the name and telephone number of a contact person; and grouping questions. (YLB)

ED 272 716 CE 044 817

Flinck, Agneta Wangdahl; Flinck, Rune

Supporting Developing Countries in Establishing Distance Education Institutes.

PUB DATE- Aug 85

NOTE- 7p.; Paper presented at the World Conference of the International Council on Distance Education (13th, Melbourne, Australia, August 13-20, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Role; *Cooperative Planning; Cooperative Programs; *Developing Nations; *Distance Education; Educational Cooperation; Elementary Secondary Education; Foreign Countries; International Cooperation; *International Educational Exchange; Postsecondary Education; Program Development; *Teacher Education

IDENTIFIERS- Sri Lanka; *Sweden; Swedish International Development Authority

Because the future of the majority of developing nations depends on how quickly and effectively a national system of education can be developed, the Swedish International Development Authority (SIDA) has established a series of international development programs to prepare and implement programs for cooperation between Sweden and developing nations. SIDA programs are designed in accordance with the following beliefs: (1) responsibility for all activities should rest upon the local authority; (2) when providing technical assistance, SIDA staff should show openness and flexibility in relation to the specific nature of the country being served; (3) it is impossible to introduce a ready-made distance education system in a new country; and (4) as experts and consultants, SIDA staff members are responsible for training local staff. One such SIDA-sponsored effort is a program to establish a distance education institute for teacher training for untrained teachers working full-time in primary and secondary schools in Sri Lanka. The local authority decided to include the following components in the system: printed self-instructional material, assignments for submission, contact lessons (seminars), local study centers, and practical training. SIDA is also assisting in the establishment of a distance teacher training program in Ethiopia and has received a request for assistance from Mozambique. (MN)

ED 272 759   CE 044 888

Job Search Information Guide.
Alberta Dept. of Education, Edmonton. Special Educational Services Branch.
PUB DATE- May 86
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Career Exploration; Career Planning; Case Studies; Course Content; Employer Attitudes; Employer Employee Relationship; *Employment Interviews; Employment Practices; Exceptional Persons; Foreign Countries; High Schools; Job Applicants; *Job Application; *Job Search Methods; Labor Legislation; Labor Standards; *Resumes (Personal); Role Playing; State Programs
IDENTIFIERS- *Alberta

This guide was developed to help classroom teachers in Alberta, Canada, assist high school students in preparing for employment. (It was originally designed to accompany Alberta Job Search information presentations.) The guide contains 11 units covering the following topics: introduction, career planning, personal fact sheets, the job search, application forms, resumes and cover letters, interviews, expectations of employers, employment legislation and standards in Alberta, summary of the job search presentations, and needs of special students. Each unit contains a purpose, presentation techniques, information, handouts, and references. Techniques employed within the units include case studies and role playing. Modifications of material for each grade level are suggested. (KC)

Redick, Sharon S.; And Others
Home Economics Education: A Review and Synthesis of the Research, Fifth Edition. Information Series No. 313.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 65p.
CONTRACT- 400-84-0011
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN313, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Consumer Education; Curriculum Development; Elementary Secondary Education; *Family Life Education; *Home Economics; *Home Economics Education; *Home Economics Teachers; Instructional Improvement; *Occupational Home Economics; Postsecondary Education; Program Administration; Program Evaluation; Student Characteristics; Student Needs; Supervision; Teacher Education; Teacher Role

This fifth edition of a review and synthesis of research in home economics education covers the period from 1979 through 1985. The review covers research found in the ERIC database, the Comprehensive Dissertation Index, and professional journals, as well as from solicitations to the field. Criteria for selection include validity and reliability of measurement, appropriate observation and analysis, quality of sampling design and sample response rate, innovative or interdisciplinary approach, and critical or emerging subject matter. This publication covers the following aspects of home economics education: (1) administration (supervisory practices, enrollment and recruitment, and public relations, perceptions, and image); (2) professional roles; (3) needs and characteristics of learners; (4) curriculum (nature, content, and structure; factors affecting content and design); (5) instruction (higher education, consumer and homemaking, and occupational home economics); (6) evaluation, including instrument development; (7) entrepreneurship; and (8) recommendations for further research. A summary highlights future directions for home economics education. An extensive bibliography of the cited studies

concludes the document. A 20-page list of references concludes the document. (SK)

ED 272 858 CS 008 537

Dzama, Mary Ann; Gilstrap, Robert L.

How Parents Prepare Their Children for a Formal Reading Program.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Reading; Family Environment; *Parent Child Relationship; *Parent Participation; Parent Role; Preschool Education; Prior Learning; Reading Aloud to Others; *Reading Material Selection; *Reading Readiness; *Reading Research
IDENTIFIERS- *Print Awareness

A study examined what parents of preschool children (infancy through age five) do to help their children get ready for a formal reading program, such as how often parents carried out prereading activities and how the activities compared with those generally suggested by early childhood education experts. Surveys completed by 157 parents indicated (1) which of five basic behaviors were a part of the parents' interaction with their preschool child, (2) other reading related activities in which parents participated, (3) the number of minutes per week in which parents were involved in these activities, and (4) the sources of their knowledge about the activities. The results indicated that the majority of respondents read stories on request at bedtime, usually reading the book and looking at the pictures, as well as pausing periodically to ask questions about the story. Most children asked for a specific story, parents' book selection usually reflected their childhood favorites, and mothers responded most often to the child's request for a story. Most parents read to their child daily, and gifts, bookstores, and public libraries were the sources for most children's books. Parents'childhood experiences provided information about reading readiness activities, and pointing to and reading signs was the most frequently mentioned "other" activity. Finally, "Sesame Street" was the favorite television program; most children watched one or more hours of television per day, and most respondents considered themselves good reading role models for their child. (Tables of data constitute the bulk of the report. (HTH)

ED 272 888 CS 209 973

Pederson, Clara A., Comp.
Creative Drama.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Class Activities; *Creative Activities; Creative Development; *Creative Dramatics; *Drama; *Dramatic Play; Elementary Education; English Instruction; Language Arts; Puppetry; *Teaching Methods

One of a series of resource manuals written by participants in the University of North Dakota teacher education programs to help teachers develop more open and responsive classrooms, this booklet focuses on the teaching of creative drama. Following an introduction by Vito Perrone, the titles and authors of the articles are as follows: (1) "'They Roared Their Terrible Roars and Gnashed Their Terrible Teeth'" (John Warren Stewig); (2) "Drama Activity (Some Notes)" (Sandra Norton and Peter C. Madden); (3) "At Holy Family--Bricks and Marshmallows" (Sandra Norton); (4) "Drama Ideas" (Lana Engen); (5) "Pantomime" (Clara A. Pederson); (6) "Puppetry" (Clara A. Pederson); and (7) "Puppets" (Lana Engen). (HOD)

ED 272 903 CS 210 003

Grade 12 Diploma Examinations Program Bulletin. English 30 & English 33. 1986-87 School Year.
Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 86
NOTE- 57p.; For related documents, see CS 210 003-009. For the 1985 editions, see ED 263 569-581.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Curriculum; English Instruction; Foreign Countries; Grade 12; High Schools; Multiple Choice Tests; Reading Comprehension; *Reading Skills; *Reading Tests; Student Evaluation; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for teachers and students, this document updates information about the design, sections, and scoring of the Grade 12 diploma examinations in English 30 and 33 for the 1986-87 school year in Alberta, Canada. It contains blueprints illustrating the relationship between the content and scoring of writing and reading test assignments and curriculum concepts, the categories under which summary data will be conveyed to schools, and the amount that each section of the examination contributes to the total examination grade. The document also provides sample assignments and scoring guides, and describes the test: the skills required, the concepts to be mastered, the amount of time to allow, the length of the written compositions, the proportion of the total score allotted to each assignment, and other scoring information. (SRT)

ED 272 992 EA 018 726

Hooker, Clifford P.
Due Process of Law: Loudermill v. Cleveland Board of Education.
PUB DATE- 86

NOTE- 11p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Policy; Civil Liberties; Constitutional Law; *Court Litigation; *Dismissal (Personnel); *Due Process; Elementary Secondary Education; Employer Employee Relationship; Employment Practices; Government Employees; Government School Relationship; Part Time Faculty; *School Law; *School Personnel; Tenure
IDENTIFIERS- Board of Regents v Roth; Fourteenth Amendment; Loudermill v Cleveland Board of Education; *Supreme Court

Application of the due process clause of the Fourteenth Amendment to dismissal of public employees has become clarified through such recent federal court litigation as "Loudermill v. Cleveland Board of Education" in 1981, which followed the Supreme Court precedent set in 1972 in "Board of Regents v. Roth." The threshold question in due process is whether the individual has a liberty or a property interest at stake in continued employment. Although the Court dismissed Loudermill's complaint and that of another school employee, Donnelly, the central finding is that both employees had a property interest. School boards must provide tenured and nontenured employees reasons for discharge and an opportunity to respond. Most Americans can be considered "employees-at-will," or noncertified employees who are not covered by a collective bargaining agreement and are subject to the century-old doctrine that employment for an unspecified period of time permits termination at any time. The judicial trend to protect against arbitrary termination of at-will employees such as Loudermill and Donnelly reflects society's increasing expectations of fair treatment--basically limiting the employer's right to dismiss except for "cause." Because the concept of due process is flexible, certain procedural issues remain unresolved. (CJH)

ED 273 020 EA 018 754

Glatthorn, Allan A.
Reconceptualizing Supervision: A Contribution to a Theory of Practice.

PUB DATE- Feb 86
NOTE- 47p.; Paper presented at a meeting of the National Commission on Supervision (Las Vegas, NV, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Faculty Development; Leadership; Models; Observation; *Professional Development; Teacher Administrator Relationship; Teacher Evaluation; *Teacher Supervision

This paper proposes a new way of thinking about teacher supervision that takes into account the everyday experience of the teacher in the classroom. The paper suggests eliminating old habits of thought by using new language with new connotations--instead of "supervision," the new approach is called "professional development." Professional development is one of three functions of "educational leadership," an activity in which all educators may be engaged to various degrees. The other two functions are curriculum development and organizational development. Professional development is divided in its turn into four components: staff development, including formal and informal methods for working with groups of teachers to achieve organizational goals; informal observations consisting of brief classroom visits improving the administrator's knowledge of teachers' activities, styles, and needs; formal rating processes providing specific information to be used for employment-related evaluation; and individual development, comprising processes used to help teachers meet personal, individual needs. The paper also suggests considering supervision as a craft, a science, and an art, all at once. All three of these aspects of supervision must be exercised if professional development efforts are to be thorough and effective. (PGD)

ED 272 675 CE 044 361

Ashley, William L.; And Others
New Directions and Trends in Industrial Training and Their Implications for Vocational Education Programs.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Curriculum Development; Delivery Systems; *Educational Innovation; Educational Media; Educational Practices; *Educational Trends; *Industrial Education; *On the Job Training; Postsecondary Education; Program Development; Secondary Education; *Technological Advancement; Trade and Industrial Education; Trend Analysis; *Vocational Education

A basic position of industry is that it picks up where schools leave off. Training policy within industry is diverse in theory and practice. Companies vary in their approach to training, ranging from highly informal to highly formal. The many new trends in industrial training may be analyzed in four dimensions: in-house education programs, educational and training facilities, degree-granting institutions, and satellite universities. Most employers responding to a National Center for Research in Vocational Education survey on trends in industrial training state that technology dictates the initial outline of training needs. Training was found to occur both in-house and at the customer's site. Popular training trends included teletraining, computer-based training, creative uses of videodiscs, touch-screen data entry techniques, increased use of adult education techniques, interpersonal and similar skills training, and small-group training. Vocational training programs for skilled workers must keep pace with the constantly changing needs of industry, help students develop preemployment qualifications, avoid adopting or clinging to provincial attitudes and practices that are inconsistent with the realities affecting firms hiring vocational graduates, and prepare workers to assume more responsibility for updating themselves as new technological developments and practices affect their occupations. (MN)

ED 272 701 CE 044 797

Imel, Susan

The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-84-0011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adult Education; *Adult Educators; Career Development; *Career Planning; Educational Needs; Information Dissemination; Information Networks; *Learning Activities; Postsecondary Education; *Teacher Role
IDENTIFIERS- ERIC Digests

Because career development is a lifelong process, adults frequently need career planning assistance. The adult education classroom is a natural environment for individuals to seek and receive help with career planning. Given the heterogeneity of the adult population, the career development needs of adults vary widely. While many adults only need information in order to make career decisions, others need help in developing more positive self-images, increasing their ability to use resources, and improving their decision-making skills. Although many career development activities should be carried out in conjunction with a counselor, teachers may appropriately engage in activities that support or enhance adult career planning by (1) planning and providing appropriate instructional activities and (2) serving as a source of information about other career development and planning services. In the area of instruction, adult educators can provide attitudinal support and knowledge by including information and experiences that link educational activities to specific vocational or occupational tasks. Because teachers have ongoing contact with their students, they can play a key role in helping adults access and use career planning information and can also serve as "networkers" who provide links between adult career development and counseling services, both within the institution and the community. (MN)

ED 272 730 CE 044 841

Peterson, Karen L.; Roscoe, Bruce
Need for Achievement vs. Need for Affiliation: An Investigation of Home Economics Undergraduate Students.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Need; *Affiliation Need; *Business Administration; Comparative Analysis; *Females; Higher Education; *Home Economics Education; Student Characteristics; *Student Needs; Undergraduate Students

A study compared the need for achievement of female undergraduates majoring in various areas of home economics versus those majoring in business administration. The Nach-Naff Scale was administered to 124 female undergraduate business administration and 133 home economics majors. Of the home economics majors, 31 were in child development, 34 in clothing/textiles, 33 in foods/nutrition, and 35 in housing/interior design. The students' ages ranged from 19 to 22, with a mean of 20.6. The housing/interior design majors had the highest achievement scores, followed by the clothing/textiles, foods/nutrition, and child development students. However, the business education majors had significantly higher scores when compared with the combined home economics majors. Because there appears to be a greater disparity in the achievement needs of students within home economics than between certain areas of home economics and business administration majors, it would seem appropriate to view home economics undergraduates as members of separate fields that are united by their shared concern with the family and its functions rather than as a single group. (MN)

ED 272 745 CE 044 867

Paul, Sharon A.
What To Do If They Don't Like Your Program. TECHNIQUES.
PUB DATE- Jun 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Adult Education; *Adult Programs; *Evaluation Criteria; *Participant Satisfaction; Postsecondary Education; Program Effectiveness; *Program Evaluation; Program Improvement; *Seminars; Training

Program providers who do not give refunds should reconsider their policies. Training providers should give all attendees the opportunity to express dissatisfaction, follow up on all complaints immediately and personally, and allow dissatisfied attendees to receive full or partial refunds or attend another session or program without additional cost. Besides doing whatever it takes to address the complaints of dissatisfied attendees, training providers should assess their programs to devise ways of improving them. Training programs should be evaluated in terms of whether (1) there is a perceived need for the program; (2) it is properly focused for the audience; (3) the sponsor and speakers are credible to the audience; (4) the program is offered at a convenient time; (5) the location is popular, convenient, and economical; (6) the price match is right for the audience and program; (7) the promotion is adequate; (8) mailings were sent to the right people; and (9) the program is differentiated from competing programs. Although these questions are best answered in the planning phase of a program, they can also be asked in retrospect and used as the basis for improving the program's chances for a positive reception by attendees. (MN)

ED 272 787 CG 019 270

Hughes, Honore M.
Child-Focused Intervention in Shelters.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Child Abuse; *Crisis Intervention; *Family Violence; Mothers; *Parent Child Relationship

Crisis intervention type services were initiated in the Battered Women's Shelter in Fayetteville, Arkansas with the purpose of assisting children with their immediate distress and possibly preventing repetition of the violent patterns within families. Services were provided by volunteers or hired staff as funding allowed. The families the shelter typically served were from a rural, poor area. Services to children were provided on an individual and group basis, varying from a Big Brother/Big Sister recreational approach to a longer term, more intensive approach similar to traditional child psychotherapy. Group intervention was centered on a weekly children's discussion group, during which time feelings, fears, and fantasies were discussed. When appropriate, specialized groups were also conducted. Interventions with the mothers focused on improving parenting skills. Women were taught how to interact with their children in a more positive manner and how to discipline by setting consistent limits. Also presented to the mothers were the basic principles of child development. Although this intervention program was not formally evaluated, on an informal questionnaire most mothers reported an improved relationship with their children. Research needs to be conducted to facilitate implementation of effective intervention strategies for children living within violent families. (ABL)

ED 272 843 CS 008 494

Cieslak, Susan E.; Parmer, Patricia A.

The Effects of Silent Reading (Monitored and Unmonitored) and Oral Reading (by the Teacher and by the Students) on the Comprehension Scores of Low-Ability Second and Third Graders.

PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Low Achievement; *Oral Reading; Primary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; *Silent Reading; *Teacher Effectiveness; Teaching Methods

A study compared the effects of silent reading and oral reading on the comprehension scores of 15 second-grade and 14 third-grade low-ability reading students. The instruments used were selected from the Macmillan Series r program. First, students were introduced to new vocabulary from the teacher's manual for a particular reading selection. Next, the methods of reading each selection were varied in the following ways: oral reading by the students, oral reading to the class by the teacher, silent reading monitored by the teacher, and silent reading not monitored by the teacher. After each method, students were given a comprehension sheet to complete. Score percentages were charted, the means computed, and an analysis of variance was calculated. Results for the second grade indicated that monitored silent reading and oral reading by the teacher were superior methods for reading comprehension. For the third grade subjects, oral reading by the teacher was shown to be superior. Monitored silent reading resulted in the lowest scores. The results indicated that the teacher was the most effective and influential factor in the classroom for teaching reading comprehension. (HOD)

ED 272 873 CS 209 893

Stensaas, Harlan S.
The Development of the Objectivity Ethic in Selected Daily Newspapers, 1865-1934.
PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editorials; *Ethics; Journalism; *Media Research; *Newspapers; *News Reporting; News Writing
IDENTIFIERS- Journalism History; News Sources; *Objectivity

Since the most pervasive ethic of American journalism is that of objective news reporting (the apparently impartial reporting of verifiable data from a detached point of view), a study examined how and to what extent general news reports differed over time in terms of objective reporting. The news content in six representative daily newspapers for three 10-year periods (1865-1874, 1905-1914, and 1925-1934) was analyzed according to the following criteria for objective news reporting: it contains only verifiable assertions, does not make claims to significance, and avoids statements of prediction, value, advocacy, or inductive generalizations without clear attribution to source. For the analysis 360 news reports--120 from each time period--were coded from 90 weekday issues of the newspapers. Findings indicated that objective news reports increased progressively from the earliest period to the later period for each of the newspapers. Wire news had no statistical effect on whether the news reporting was objective or nonobjective in any of the three time periods. Use of authoritative news sources and the inverted pyramid format ascended with the objective story, though the inverted pyramid appears to have made a faster ascent. The data also indicate that New York journalism was no less objective than that of other areas. While a study of these time periods provided revealing data, further study is needed to investigate the progression of these aspects of the news report between 1874 and 1905. Five data tables and a four-page list of references conclude the document. (SRT)

ED 272 921 CS 210 024

Abalos, Jose; And Others

A Comparison of Reading Comprehension Performance of Economically Advantaged and Disadvantaged Children of Varying Initial Ability.

PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Advantaged; Comparative Analysis; *Economically Disadvantaged; Elementary Secondary Education; Longitudinal Studies; Reading Comprehension; *Reading Research

A study examined longitudinal differences in the academic achievement of economically advantaged and economically disadvantaged pupils of high, average, and low academic ability in grades 2 through 9. Data used were the 1982 and 1985 Stanford Achievement Test Reading Comprehension results of the Palm Beach County, Florida, school district. The pupil population reflected a cross-section of socioeconomic backgrounds ranging from a Palm Beach resort environment to that of the migrant farm worker. Participation in the district's federal lunch program was used as the basis for sorting subjects into economically advantaged and disadvantaged groups. The reading comprehension scores were used to further divide group subjects into high, average, and low achievement subgroups. The results reinforced previous findings indicating that, as a group, economically advantaged students academically outperform economically disadvantaged students. (Tables of data are included.) (HTH)

ED 273 035 EA 018 769

Bredeweg, Frank H.
United States Catholic Elementary Schools & Their Finances. 1986.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 15p.; For a related document, see EA 018 770.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($6.00 prepaid; postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Educational Finance; Elementary Education; Enrollment Projections; *Enrollment Trends; *Expenditure per Student; *Operating Expenses; Private Schools; Tables (Data); Teacher Student Ratio; Tuition

Text and tables from a variety of sources are assembled to illustrate the past and present situation of Catholic elementary schools in the United States. Between 1965-66 and 1978-79, the number of Catholic elementary schools has decreased, although other private elementary schools have increased. Lay teachers continue to replace religious community members and diocesan clergy. In 1984-85 about 80 percent of the faculty at Catholic elementary schools were lay teachers. Of the 169 dioceses in 1984-85, 100 (60 percent) supplied useable data about their sources of revenue: about 46 percent from the parish, 41 percent from tuition, and 13 percent from other sources. On the basis of about 83 percent of the schools reporting, over half charge $500 or more for tuition. In 1970-71, 72 percent of the schools charged less than $100. Catholic elementary schools spent about $2 billion for operating expenses in 1984-85. Despite fewer students and schools, higher salaries and other costs led to the national per pupil cost in 1984-85 of $947, a 21 percent increase over 1982-83. Annual increases in expenditure per student have averaged about 10 percent in the decade since 1972-73. The financial value of the services contributed by religious community members and diocesan clergy is not included in these costs. (MLF)

ED 272 659 CE 043 034

Egbert, Marie
Building Bridges: Vocational Educators and Developmental Education.
TECHNIQUES.
PUB DATE- Jun 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Bilingual Education; Community Colleges; *Developmental Studies Programs; *Educational Cooperation; Listening Comprehension; Listening Skills; Postsecondary Education; *Remedial Reading; Technical Education; Two Year Colleges; *Vocational

Education; Vocational Education Teachers; *Vocational English (Second Language)

Vocational educators need to build bridges for student's transition into and success through the vocational program of their reasoned choice by communicating and cooperating with developmental education instructors. The major focus of the role of the vocational instructor in working with the developmental educator concerns assessment of students to determine who may require the services of the developmental education division. An example of how the vocational instructor can work with developmental education is the technical learning program for Indochinese students at Portland Community College (Oregon). Technical concepts, aural comprehension of shop commands and trade talk, technical vocabulary, and hands-on practices. The technical learning skills concept prepares students for success in technical career programs because basic concepts are written by the developmental education staff in easy-to-understand technical English with concepts and technical vocabulary coming directly from vocational instructors. Visual aids include chalkboards, overheads, written materials, and audiotapes developed by the vocational instructor or directly from classroom instruction. Vocational instructors supervise hands-on skills practiced in a supportive atmosphere and provide input for correct procedures and for tests similar in format and content to those given in regular technical programs. (YLB)

ED 272 760 CE 044 893

Moore, Eddie A.; Noren, John W.

A Guide for an Instructional Tour of Selected Corporations in Michigan.

Michigan State Univ., East Lansing.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- May 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business; *Field Trips; Industry; Inservice Education; *Management Development; Postsecondary Education; Professional Development; School Business Relationship; Secondary Education; *Vocational Directors; Vocational Education

This planning guide is designed to assist vocational education administrators in preparing for a 1-week tour in industry/business.

Its intent is to help the administrators maximize the tour experience that will (1) expose them to private business and industry, thereby increasing their understanding of how managers in the private sector manage human, financial, and material resources, and (2) encourage them to look critically at ways they might work more effectively with the private sector. The guide provides listings of questions that should be considered prior to the tour. Categories of questions include program planning, development, and evaluation; personnel management; professional and staff development; public relations and community affairs; facilities and equipment management; and business and financial management. Suggestions are then made for preparing a final report of the tour experience. An outline of the tour schedule is attached. (YLB)

ED 272 801 CG 019 284

Greenberg, Gregory S.; And Others
The Development of Cognitive Structures about Alcoholic Beverages among Preschoolers.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For related document, see CG 019 285.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alcoholic Beverages; *Cognitive Structures; *Concept Formation; Developmental Stages; *Drinking; Ethnic Groups; Family Environment; *Knowledge Level; Parent Influence; *Preschool Children; Preschool Education; Sociocultural Patterns

When in childhood concepts about alcohol and drinking begin to develop has just begun to be investigated. A study was conducted to examine cognitive, maturational, and differential exposure influences on the acquisition of concepts about alcoholic beverages in preschool children. Knowledge about alcoholic beverages and drinking was assessed in 65 female and 66 male children between the ages of 2.5 and 6 years. The children were shown 10 drawings of adults and children in various activities and were asked what the characters would like to drink from five alcoholic and five non-alcoholic beverages. The children also identified the beverages and took the Peabody Picture Vocabulary Test-Revised, and parents completed a questionnaire. The results revealed developmental differences with older children being more aware of the sociocultural drinking norms that adults drink and children do not and that men drink more than women, and exhibiting greater knowledge of alcoholic beverage names. Cognitive capacity of the preschoolers was found to have some influence on their awareness of drinking norms, but no relationship to their ability to identify alcoholic beverage names. Parents' drinking patterns and habits showed a low order but significant connection to children's perceptions of and knowledge about alcohol. Finally, parental race was related to the preschoolers' perceptions of normative drinking patterns and their knowledge of alcoholic beverage norms. (Eight data tables are included.) (NB)

ED 272 815 CG 019 298

Gutierrez, George A.

Theories of Counseling: Their Relevancy to Non-Traditional Students.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the University of Wisconsin System's
  Multiculutral Conference (5th, October 24-25, 1986, Oshkosh, WI).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Counseling Techniques;
  *Counseling Theories; *Nondirective Counseling; *Rational Emotive
  Therapy
IDENTIFIERS- *Counselor Effectiveness

This report presents theories in counseling not merely as abstract thoughts, but as beliefs and proposed procedures to follow in helping a client when he/she has difficulties coping with life. Four main counseling theories are then described: (1) Client-Centered Counseling (Carl Rogers); (2) Rational-Emotive Therapy (Albert Ellis); (3) Reality Therapy (William Glasser); and (4) Behavior Modification (B. F. Skinner, William Glasser). Counselors are advised to decide on one of these theories and to test it to see how effective they are in helping clients. It is noted that, with experience, counselors will integrate other theories and ideas to renew their approach and to become effective counselors. The idea of relevancy of theory to a nontraditional client is explained. This paper ends with a mini-practicum approach to the application of theory and practice. Eight case studies are presented which counselors can use to study the problems, select counseling procedures, reflect on situations, and synthesize into a personal philosophy of counseling. Suggestions for becoming an effective counselor are given. The eight case studies are appended. (NB)

ED 272 829 CG 019 313

Parr, Joyce; Green, Sara
Evaluating the Internal Health of Senior Communities

PUB DATE- 6 May 86
NOTE- 17p.; Paper presented at the National Association of Senior Living Industries, Senior Living Exposition (1st, Colorado Springs, CO, May 6, 1986). For related documents, see CG 019 311-312.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Surveys; *Consultants; *Housing; *Life Satisfaction; *Older Adults; Personal Autonomy; *Program Effectiveness
IDENTIFIERS- Congregate Housing Program; *Long Term Care Facilities

For members of the elderly housing industry, important questions concern how people decide to become residents of a particular senior community, how they function after they move in, and how they feel about their experience in the community. Scientists can design and conduct research to answer these questions. In an elderly housing facility, management must maintain control of the operation of the facility but residents must feel they are in control of their lives. Since these feelings of control are important to residents' satisfaction, management needs to help residents maintain the kinds of control they need. An evaluation procedure measuring internal health of senior communities has been developed by the Foundation for Aging Research of Clearwater, Florida. This evaluation determines if residents are dissatisfied, what training staff needs, priorities for improvements, impact of current programs and policies, and effectiveness of various communities under the same management. The evaluation assesses attitudes of residents, staff, management, and board members. The same questions are asked of all groups. Large differences of opinion suggest problem areas. Past studies have shown that residents' satisfaction is most dependent on their perception of staff caring about them as people. Staff, on the other hand, believe residents' satisfaction to be most dependent on interesting activities. Residents felt more in control of their lives than staff perceived them to be. This type of research can be useful and addresses specific questions for which owners and managers need answers. (ABL)

ED 272 889 CS 209 978

Haley, Beverly, Ed.
Ideas Plus: A Collection of Practical Teaching Ideas. Book Four.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2250-7
PUB DATE- 86
NOTE- 65p.; For Books One, Two, and Three, see ED 239 301, ED 251 860, and ED 263 561, respectively.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Creative Writing; *English Instruction; High Schools; Language Arts; Language Usage; *Learning Activities; *Literature Appreciation; Novels; Poetry; Student Motivation; *Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes

Contributed by high school English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities in the first section of the booklet focus on language exploration--the subtle nuances of meaning, rhythm in poetry, and the power of the word--using such methods as the writing of amusing poems, the creation of riddles, and a focus on genealogy. Activities offered in the second section are designed to stimulate an appreciation of classic and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section deal with identifying satire, enlivening Shakespeare study, developing political awareness, novels from the Romantic period, research skills, fables and fairy tales, book reviews, and mythology. Activities in the third section, intended to provoke interest in writing, build students' confidence in their writing skills, and stimulate the flow of words and ideas, deal with journal writing, writing about nature, newswriting, newspaper essayists, interviewing, and developing writing process awareness. (HTH)

ED 272 950 CS 505 339

Berko, Roy M.

How Can We Deal with the Underprepared and Communicative Apprehensive Oral Communication Student at the College Level?

PUB DATE- 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Problems; *Communication Skills; Higher Education; Individualized Programs; Individual Needs; Learning Disabilities; *Special Programs; *Speech Communication; Speech Curriculum; Tutoring
IDENTIFIERS- *Special Needs Students

Many two-year and four-year colleges are facing the task of instructing students who are underprepared. In the field of speech communication the problem is compounded because some students are not only academically deficient but are also communicatively apprehensive. Several courses of action must be taken to help lessen the problem. Eighty-six percent of colleges provide special services for academically disadvantaged students. However, only 6.8% provide speech communication assistance, though 57% of speech communication departments indicated in a survey that such services should be offered. Self identification, standardized tests, specifically developed deficit testing tools, and interviews are used to identify students in need of assistance. Proposals for dealing with communicatively apprehensive students and lists of materials presently available to use in developing a help program conclude the document. (SRT)

ED 272 965 EA 018 681

Crandall, Katherine Wendt; Reed, Donald B.
Career Patterns of Female Administrators in Public Schools.
PUB DATE- 20 Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Affirmative Action; *Career Development; *Educational Administration; Elementary Secondary Education; Employed Women; *Occupational Mobility; *Public Schools; *Sex Discrimination; Women Faculty
IDENTIFIERS- *Career Patterns; *Women Administrators

Women's representation in educational administration positions is inconsistent with the extent of their employment in education (and in management positions elsewhere.) Recent research by F. I. Ortiz reveals two distinct types of career patterns for female educational administrators: the specialist, supervisor, and elementary principalship path and the secondary principalship and superintendency path. The specific position held determines the career pattern the woman administrator will follow; similarly, pre-administrative career activities (teaching, coaching, counseling) influence movement into administrative careers. In this study, a self-response questionnaire was administered to a stratified sample of women administrators in Washington public schools. Career patterns were analyzed for all respondents and for each position category identified. Possible career contingencies were also reviewed and included educational background, district attitudes toward women's employment, marital status and parenting, and career aspirations. Results support Ortiz's career path findings. The K-12 superintendency path involved more advancement at the building administration and central office level. Elementary superindendents' career mobility was more restricted and place-bound. Study results may aid women desiring to enter or advance in educational administration by identifying the proper career sequence. Included are 8 tables or graphs and 25 references. (MHL)

ED 272 979 EA 018 703

Jonas, R. Stevan; Blumberg, Arthur
The Concept of Access in Supervisor-Teacher Relationships.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; *Interpersonal Communication; *Role Perception; Supervisors; *Supervisory Methods; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Supervision
IDENTIFIERS- New York

Recent studies of the perceptions of teachers and supervisors about the benefits of teacher supervision show clear disagreement between the two groups. Supervisors see their efforts as helpful to teachers, whereas teachers consider supervision ineffectual. This document reports on research conducted to test the theory that positive teacher-supervisor relationships depend upon supervisors encouraging teachers to permit psychological "access" to themselves and their teacherhood. Interviews with teachers in New York state revealed 11 main categories of supervisory behavior that might encourage such access. A followup questionnaire further narrowed these categories and showed a strong correlation between behaviors leading to access and behaviors leading to productivity of supervision. Relative to access, important behaviors were: (1) being available, physically and personally; and (2) recognizing teacher expertise. Behaviors relative to productivity were: (1) giving immediate, non-punitive feedback; (2) active listening; and (3) presenting a collaborative, alternative-seeking approach to problem-solving. The implications of these findings, however, go beyond the specifics of supervisory behavior to a necessary reexamination of the basic structure of supervisor-teacher role relations, which, by its nature, perpetuates established and divisive expectations and negative behavior patterns among both teachers and supervisors. Six references are appended. (IW)

ED 273 007 EA 018 741

Myers, John E. B.; And Others

Responding to Child Abuse: Critical Issues for Educators and Their Counsel.

PUB DATE- 86
NOTE- 20p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Child Abuse; Child Advocacy; Childhood Needs; *Child Neglect; Compliance (Legal); Court Litigation; Elementary Secondary Education; Inservice Education; Law Related Education; *Legal Responsibility; School Law; School Policy; *School Responsibility; *Sexual Abuse; Student Needs; *Student School Relationship; Torts

This chapter discusses the legal issues of schools' responsibilities concerning child abuse and neglect. Most state statutes make reporting mandatory for professionals, including school personnel, who have contact with children and who possess the requisite knowledge that raises a reasonable suspicion of abuse or neglect. Reporting must be done immediately. Most reporting laws are silent regarding civil liability for failure to report, but tort liability was established by the 1976 "Landeros v. Flood" case in California concerning a physician's failure to detect and report battered child syndrome. Inservice training can improve the ability of educators to detect abuse and can increase knowledge about reporting laws. School districts could be liable for failure to provide inservice training, as prosecution for child abuse accelerates. Educators learn of abuse through physical or verbal evidence, and they must attempt to preserve evidence and increase the probability that a child's verbal statements will be legally admissible. Hearsay evidence is excluded unless it constitutes an exception; most frequently used is the so-called excited utterance exception. Nondirective questioning of a victim is important to use. Educators and their attorneys are in a position to take affirmative steps to ensure that abused children are protected. (CJH)

ED 273 021 EA 018 755

Weiler, Hans N.

Education and Development: Beyond the Age of Skepticism. Draft.

PUB DATE- 18 Apr 86
NOTE- 21p.; Paper presented at the Joint Conference of the Stanford International Development Education Committee and the Comparative and International Education Society (Stanford, CA, April 16-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Development; *Educational Economics; Educational Improvement; Educational Philosophy; Educational Policy; Foreign Countries; *International Education

Expectations that international efforts to promote education would lead to widespread economic development faltered in the late 1970's as educational theorists became increasingly aware of the realities of inadequate resources, underestimated self-interest among the economically and politically powerful, and incompletely comprehended relationships among education, development, economic capacity, and cultural attitudes. Early interests in achieving equity have waned, national and international resources for social improvement have shrunk, and efforts at decentralization of planning and policymaking have been revealed in many instances as cosmetic at best. Rather than fall into cynicism, however, leaders and policymskers can take advantage of recent developments to begin a more realistic effort to encourage educational and economic improvement. These developments include new understanding of linkages between education and other social conditions, promising results from nontraditional experiments in linking education and economic development, continued demand for education among Third World populations, and improved awareness of the inadequacies of research once assumed to have global application. By following the lead of these developments, an activist agenda can be implemented, based on practice rather than theory. (PGD)

Marketing the School System: Building Public Confidence in Schools.
Canadian Education Association, Toronto (Ontario).
SPONS. AGENCY- Imperial Oil Co. Ltd., Toronto (Ontario).
REPORT NO.- ISBN-0-920315-10-0
PUB DATE- 86
NOTE- 112p.; Published in French under the title "Le Marketing du Systeme Scolaire: Comment Gagner la Confiance du Public."
AVAILABLE FROM- Publication Sales, Canadian Education Association, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5 Canada ($5.00 Canadian; orders under $30.00 must be prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; Community Attitudes; *Community Support; Elementary Secondary Education; Foreign Countries; National Surveys; *Public Relations; *Public Support; School Attitudes; *School Community Relationship; School Districts; School Support
IDENTIFIERS- Canada

A survey of 94 school boards across Canada provided information on recent developments in board handling of community relations programs. This report discussing the survey findings first notes that 85 percent of the surveyed boards expressed a need to find new, more effective strategies. The second part of the report explores methods used by boards assessing community relations needs, including polls and committee meetings. Part 3 describes the marketing plan used by the East York (Ontario) Board of Education to meet its constituents' needs. A model plan is provided. The fourth section of the report describes establishment of a community relations program. General considerations, the roles of key personnel, goal development, possible activities, publications, media coverage, and other elements are covered. Part 5 lists the favorite community relations techniques of 29 surveyed boards. Internal and external problems faced by boards marketing their school systems are examined in the sixth section. Part 7 provides several hints for improving community relations, and part 8 offers 100 specific school marketing techniques. Appendixes list promotional slogans adopted by survey respondents, provide examples of community relations publications, cite bibliographic resources, and identify survey respondents. (PGD)

ED 272 689 CE 044 776

Harp, Keith; Steward, Jim
Vocational Agriculture II.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 86
NOTE- 1,230p.; For Vocational Agriculture I, see ED 250 567. Printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500

West Seventh Avenue, Stillwater, OK 74074 (In-state--$10.00; *out-of-state--$25.00).*
LANGUAGE- English
EDRS Price - MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Instructional Materials; Leadership Training; Learning Activities; Lesson Plans; Money Management; Postsecondary Education; Secondary Education; State Curriculum Guides; Transparencies; *Vocational Education
IDENTIFIERS- *Oklahoma

This curriculum guide was developed for second-year courses in vocational agriculture in Oklahoma. The curriculum contains 5 sections organized in 16 instructional units. The units follow a standard format established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives, there may or may not be transparency masters, supplements, student supplements, assignment sheets, or job sheets included in the unit of instruction.) All of the unit components focus on measurable and observable learning outcomes. The units in this curriculum cover the following topics: (1) leadership--write, deliver, and evaluate a speech; (2) finance--handle finances, obtain and use credit; (3) plant and soil science--analyze the crop industry, select soil-conservation practices, evaluate plant growth and reproduction, select seed and prepare seedbed, control crop pests and diseases; (4) animal science--interpret nutritional information, maintain animal health, control livestock diseases and parasites; and (5) agriculture mechanics--use power tools, perform position shielded metal-arc welding, perform oxyacetylene welding and brazing, plan project construction, maintain farm plumbing. (KC)

ED 272 717 CE 044 818

Flinck, Rune; Flinck, Agneta Wangdahl
Various Designs of Distance Teaching at Swedish Universities.
PUB DATE- Aug 85

NOTE- 11p.; Paper presented at the World Conference of the International Council on Distance Education (13th, Melbourne, Australia, August 13-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational History; Educational Policy; Educational Practices; Foreign Countries; *Multimedia Instruction; *Nursing Education; Postsecondary Education; Program Content; *Program Design
IDENTIFIERS- *Single Subject Designs; *Sweden

Hermods, the largest correspondence school in Sweden, was established in 1898 and has offered university-level courses since 1953. In 1973, a policy was implemented allowing any university department in Sweden to offer one or more of its courses as distance courses. At present, three forms of university-level distance education are available in Sweden: single-subject courses arranged by single institutions, multimedia courses, and study programs for nursing staff. During the 1985-1986 academic year, 385 single-subject courses were available. Almost half of these were in the social sciences, including education and psychology, and about a third were in the fields of science and technology. The establishment of the Swedish Educational Broadcasting Company (SEBC) in 1977 was accompanied by a number of radical reforms in the sphere of university education, including changes in the total number of universities and colleges and in admission criteria. A formal program of cooperation between SEBC and Hermods began in 1979, and Sweden's first fully integrated multimedia course officially began in September 1981. Multimedia courses are continually being developed. Self-instructional distance training for nurses (including teleconferencing, expert demonstrations, and study centers) has been available since 1981. (An appendix to this paper includes examples of multiple-choice items used in the multimedia course.) (MN)

ED 272 904 CS 210 004

Grade 12 Diploma Examination, English 30. Part A: Written Response. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 21p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills

IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (SRT)

ED 272 922 CS 210 026

Lutz, Elaine
Invented Spelling and Spelling Development. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Developmental Stages; Elementary Education; *Spelling; *Spelling Instruction; Teacher Attitudes; Teaching Methods
IDENTIFIERS- ERIC Digests; *Invented Spelling

Intended for administrators and policymakers as well as teachers, this digest examines invented spelling, describes the developmental stages of learning how to spell, and considers implications for classroom instruction. After defining invented spelling, the digest describes the precommunicative, semiphonetic, phonetic, transitional, and correct stages of spelling development. It then explores ways teachers can nurture spelling development in the classroom, including combining an understanding of invented spelling with formal spelling instruction to develop more effective spelling programs. (HTH)

ED 272 936 CS 505 320

Tracey, Terence J.
Topic Following/Not Following as a Measure of Complementary/Symmetrical Communication.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Behavior Theories; *Codification; Cognitive Processes; Communication (Thought Transfer); Communication Research; Counselor Client Relationship; *Interpersonal Communication; *Interpersonal Relationship; *Models; Psychological Patterns; Receptive Language; *Responses; Schemata (Cognition); Social Behavior; Social Theories; *Speech Communication; Stimuli; Symmetry
IDENTIFIERS- *Complementarity

Communicative behavior conveys two messages: (1) content, and (2) how the recipient of the communication is to behave with regard to the content, or "relational communication." How the recipient responds to relational communication defines what form the relationship will take--either complementary or symmetrical. In a complementary relationship the two participants are unequal; one initiates action and the other follows. In a symmetrical relationship the participants are equal; each mirrors the behavior of the other. Complementarity and symmetry can be thought of as opposite ends of a relationship continuum, which should be considered when a coding process attempts to operationalize complementarity and symmetry. The current model of coding relational communication, which is based on the grammatical structure and response mode of a message, cannot adequately represent relationships on the complementarity/symmetry continuum. Therefore, the topic following/not following schema, designed in hopes of describing such relationships, uses the specific topic sequence as its basis of indicating complementarity/symmetry. Each speaking turn is rated as either a topic following response or a topic not following response, based on its relationship to the previous topic. Both coding systems are interactional in nature and the resulting codes are identical to a large extent; they will probably yield similar results except in less normal relationships, such as psychotherapy. (SRT)

ED 272 993 EA 018 727

Helm, Virginia M.
Schools, Technology, and the Law: Using VCRs in Educational Institutions.
PUB DATE- 86
NOTE- 12p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed.

School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Compliance (Legal); Computer Software; *Copyrights; *Court Litigation; Elementary Secondary Education; Federal Legislation; *Legal Responsibility; Library Material Selection; *School Law; *Videotape Recordings
IDENTIFIERS- *Copyright Law Amendments 1980

The Copyright Act's restrictions on educational use of videotape recorders need clarification either by Congress or by the courts. Administrators and media specialist practitioners should become familiar with licensing agreements and copyright restrictions that accompany audiovisual and technological materials. The use of commercially produced videotapes for instructional purposes is governed by section 110, which allows audiovisual materials during curriculum-related activities on school property. This right is not diminished by "For Home Use Only" warning labels affixed by videotape distributors. Commercial videotapes, as all copyrighted works, are subject to prohibitions against unauthorized coping and/or distribution, with limited exceptions granted to libraries unable to replace damaged or lost works. A problematic question pertains to the right of school libraries to allow users to view videotapes on library premises. Although viewing is in compliance with the section 110 exemption for schools, broader uses are questionable in light of the "Redd Horne" court ruling construction of the term "publicly," which did not distinguish between a commercial venture such as Redd Horne, Inc. and a nonprofit educational enterprise in considering seriatim viewings as "public" showings. Application of the term remains to be clarified by the courts. (CJH)

ED 272 676 CE 044 412

Instructional Materials for Industrial Preemployment Laboratory. Competency Profiles.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 72p.; Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Auto Body Repairers; Auto Mechanics; Bricklaying; *Building Trades; Carpentry; Commercial Art; Electricians; Electricity; *Electronic Technicians; Foundries; *Graphic Arts; *Job Skills; Law Enforcement; Machinists; Metal Working; Office Machines; Plumbing; Postsecondary Education; Printing; Profiles; Rating Scales; *Repair; Student Evaluation; Student Records; Technical Education; Television Radio Repairers; *Trade and Industrial Education; Vocational Education; Welding

Competency profiles are presented for 17 instructional programs/occupational areas. These forms provide for recording the following information: instructional program, student name and other identifying information (address, telephone number, social security number, emergency contacts), class information (method of instruction, grade, dates of enrollment, instructor), on-the-job training/work experience, and followup information/record. A rating scale to evaluate student performance on the related job competencies is also part of each competency profile. Another rating scale is also included to evaluate the trainee on essential elements for all vocational programs. Profiles are provided for these instructional programs/occupational areas: business machine repair, auto mechanic, auto body repairer, carpentry, bricklaying, commercial artist, electrician, plumbing, machinist, welder, printer, vocational electronics technician, ironworker, radio and television repairer, computer maintenance technician, pre-tech law enforcement, and heavy equipment repairer. (YLB)

ED 272 702 CE 044 798

Naylor, Michele

Family Influences on Employment and Education. Overview. ERIC Digest No. 56.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86

NOTE- 3p.

CONTRACT- 400-84-0011

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Career Choice; *Career Development; *Educational Needs; *Family Influence; *Family Programs; Outcomes of Education; *Parent Education; Parent Role

IDENTIFIERS- ERIC Digests

Research indicates that the family has a great influence on a child's employment and educational decisions. Family-oriented career development programs are needed for several reasons. Parents indirectly increase their children's career options and career development by enhancing their own employability and career planning skills. Research documents the influence of parental role models; because children are generally in closer contact with parents or other family members than with anyone else, family members are in a good position to serve as resource persons for their children. A wide variety of family-oriented career development programs, each focusing on audience-specific needs, is required. Audience-specific programs could be designed to address the needs posed by the employment outlook in a given geographical area, a special need (such as limited English ability), or a given disability. Practitioners can respond to the need for family-oriented career education by developing a comprehensive plan for counselor interventions that revolves around helping young adults recognize the influence of family and increase their personal autonomy through a three-step exploration of self, educational/occupational information, and relationships with family and significant others. The parental role in the career development process should be a dual one that involves serving as a guide or resource person for one's own children and an advocate of increased career educational opportunities for all children. (MN)

ED 272 731 CE 044 843

SAR Aircrew--HH-3F Avionics and HH-3F Flight Preparation.
ACH3AV-0442. Second Edition, Revised.

Coast Guard Inst., Oklahoma City, Okla.

PUB DATE- 85
NOTE- 272p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aircraft Pilots; *Aviation Mechanics; Aviation Technology; Aviation Vocabulary; Behavioral Objectives; Course Content; *Flight Training; Independent Study; *Job Training; Military Personnel; *Military Training; Navigation; Postsecondary Education
IDENTIFIERS- *Avionics; Coast Guard; *Helicopters

This document contains two U.S. Coast Guard self-study pamphlets that provide training in helicopter flight preparation and avionics duties. Each pamphlet consists of a number of lessons that include objectives, information illustrated with line drawings and/or photographs, and self-quizzes with answers. The avionics course covers the following topics: helicopter systems, engine and rotor systems, helicopter transmission and various systems, flight systems, other systems, communication systems, navigation systems, Loran C navigator, flight director systems, electronic flight aids, and avionics crew members' duties. The flight preparation course covers flight preparation, emergencies and extreme environmental condition operations, rescue procedures, and the high-intensity searchlight system. (KC)

ED 272 746 CE 044 868

Shapiro, Toni, Comp.; Ligon, Fred, Ed.
Settling In. A Competency-Based Curriculum for U.S. Cultural Orientation. A Teacher's Handbook 1.

Experiment in International Living, Brattleboro, VT.; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 85
NOTE- 441p.; For part 2, see CE 044 869.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Competency Based Education; *Cultural Activities; *Cultural Awareness; *Cultural Education; English (Second Language); Immigrants; Lesson Plans; *North American Culture; Pretests Posttests; *Refugees; Student Evaluation
IDENTIFIERS- *Southeast Asians

This handbook contains an organized curriculum of lessons for anyone teaching cultural orientation to refugees or other adults. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people or as a supplement to an English as a second language class. An introduction provides information about the training program for refugees that led to development of the handbook and explains how to use the handbook. The curriculum is composed of 8 units consisting of 30 lessons. Each lesson contains a lesson introduction (brief summary, illustration of a cultural point presented in lesson, list of objectives), lesson rationale, skills (key cultural adjustment skills students will learn and develop), materials list, a language section (language structures, vocabulary, and literacy suggestions), activities (including a pretest and assessment), and notes and variations. Unit topics are orientation, numbers and money, communication, time management, home, health, society, and refugees and immigrants. Other contents include a simulation (of a clinic and a pharmacy) and sections on cultural orientation, classroom aides, and lesson planning. Appendixes include references to Southeast Asian regional curriculum, references to books and materials, handouts and worksheets, and teacher resources. Activity and topic indexes are provided. (YLB)

ED 272 844 CS 008 499

Nist, Sherrie L.; Hogrebe, Mark C.
The Effect of Passage Access and Time Restrictions on the Comprehension and Retention of Connected Discourse.
PUB DATE- 85
NOTE- 9p.; "Forum for Reading" is the journal of the College Reading Improvement Special Interest Group of the International Reading Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- College Freshmen; Connected Discourse; Evaluation Methods; Higher Education; *Measurement Techniques; Metacognition; Methods Research; *Reading Comprehension; *Reading Research; *Reading Tests; *Remedial Reading; *Retention (Psychology)

In a study of the effects of time restrictions and passage access on reading comprehension, 128 college freshmen enrolled in two different developmental reading courses were divided into 4 groups of 32 subjects each. (Tests used to assess reading ability at the college level are usually either power tests with liberal time limits, or speed tests, which are strictly timed. Both provide access to the passage.) Group 1 had no passage access and no time limit; group 2 had no passage access and a 15 minute limit; group 3 had passage access and no time limit; and group 4 had passage access and a 15 minute limit. The results of this study conflict with those of other research, which support the findings that increased time restrictions do not yield higher test scores while passage access does. The two groups who had no time restrictions scored significantly higher than those with a 15 minute limit, and the two groups who had no passage access did just as well as the two groups who were permitted access. Across all groups there were no significant differences between comprehension and retention scores. Several conclusions might be drawn from these results. Developmental college students have problems processing connected discourse and, as a result, their metacognitive abilities are weak. Though unrestricted time limits are often impossible, perhaps unrestricted time on reading tests would be beneficial. More research on developmental college students must be done before accurate conclusions can be drawn. (SRT)

ED 272 859 CS 008 540

Zuk, Dorie; Danner, Fred

The Effects of Microcomputers on Children's Attention to Reading Tasks.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Attention Span; Books; Comparative Analysis; *Computer Assisted Instruction; Elementary Education; Grade 3; Grade 5; *Microcomputers; Reading Achievement; Reading Comprehension; *Reading Research; Student Attitudes; *Time on Task

A study investigated the effects of microcomputers on children's attention to reading tasks and the relationship between previous reading achievement and grade level on such attentional behavior. Fifty-five third and fifth graders read two stories each, one presented on a microcomputer and one presented in print. Television cartoons and rock music were presented as a distraction during the readings. Videotapes of the subjects were used to determine each subject's frequency of instances off task (FOT), cumulative time off task (TOT), and total completion time (TCT). The results indicated subjects took longer to complete the story presented on the microcomputer than one presented in text, although more subjects preferred the microcomputer presentation to the text presentation. Fifth graders were off task fewer times than third graders and completed the task faster than the third graders. In addition, significant differences were found between good, average, and poor reading achievement groups for FOT, TCT, and comprehension scores. (HTH)

ED 272 874 CS 209 911

Smalley, David C.
First Amendment Rights of the Press in a Conservative Supreme Court.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; *Conservatism; *Constitutional Law; Court Litigation; *Freedom of Speech; *Government (Administrative Body); Government Role; *News Media; Political Attitudes
IDENTIFIERS- *First Amendment; Prior Restraint (Censorship); Reagan (Ronald); *Supreme Court

Noting that seldom in American history has a president had the potential opportunity to appoint a majority to the Supreme Court as does Ronald Reagan and that scholars and columnists claim that First Amendment freedoms of the press have been eroding with little public notice over the past few years, this paper explores the prognosis for press freedoms under an imminently conservative court. Following an introduction, the paper examines the Court's current composition--observing that those justices most likely to depart from the Court are those most favorable to the First Amendment--and looks at the status of press freedom under this Court. Next, the paper speculates on how a Reagan-appointed Court would rule on First Amendment cases involving the press, observing that past appointees have both disappointed and shocked their benefactor and that the Senate has been nonpartisan in its approval of Court candidates, suggesting that this presents the press with at least intangible hope should Reagan appointments control the Court. Then the paper discusses the relationship between the Reagan administration and the press, noting areas of hostility from the former toward the latter. Finally, the paper looks at the judges Reagan would most likely appoint to a Supreme Court vacancy, and their respective ideologies, observing that the voting records of the top three candidates contribute to a sense that Reagan nominees will probably not be overzealous in their support of the First Amendment and the press. The paper concludes with a summary of the arguments suggesting that the press may be "on the verge of some very hard times." (HTH)

ED 273 036 EA 018 770

Augenstein, John J.
Catholic High Schools and Their Finances. 1986.
National Catholic Educational Association, Washington, D.C.

PUB DATE- 86
NOTE- 49p.; For a related document, see EA 018 769; for the earlier study to which this document refers, see ED 256 051.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007 ($10.00 prepaid; postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; *Educational Finance; *High Schools; *Institutional Characteristics; National Surveys; Private Schools; School Organization; *School Statistics; School Surveys; Single Sex Schools; Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Salaries; Teacher Student Ratio; Tuition

This report is based on a randomly selected and stratified sample of 208 United States Catholic high schools. The sample was stratified by governance (diocesan, parochial/interparochial, and private); five categories of enrollment; and six regions. Data are compared with an earlier study, "The Catholic High School: A National Portrait" and show how Catholic schools vary by gender composition (coed versus single sex); size; governance; principals and teachers by type (priests, sisters, brothers, and lay); average annual compensation for full and part-time teachers by type, and lay teachers by academic degree; teacher-pupil ratio by enrollment and school type; and percentages of Catholic and non-Catholic students by grade level. Additional data pertain to the distribution of student enrollment by family income, criteria for awarding financial aid, school admission standards, operating revenues and expenses, tuition costs, and per pupil expenditure. Models of school type and enrollment provide information based on statistical averages. The appendixes display tables that show median figures, by region and school size, for (1) tuition and fees, (2) tuition and fees as percent of operating income, (3) fundraising as percent of operating income, (4) nontuition income, (5) salaries and benefits, (6) other operating expenses, and (7) per pupil expenditure. The last appendix lists, by region, diocese, and state, the Catholic high schools reflected in the report. Twenty-seven exhibits provide data in tabular form throughout the text. (MLF)

ED 272 660 CE 043 035

Minicz, Elizabeth Watson
A Bag Full of Newspaper Clippings and Other Tricks of the ESL Trade. TECHNIQUES.
PUB DATE- Sep 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adult Education; *English (Second Language); *Functional Literacy; *Instructional Materials; *Language Skills; *Newspapers; Reading Materials; Reading Skills; Teaching Methods; Vocabulary Development; Writing Skills

English as a second language (ESL) teachers find the newspaper a terrific source for easy-to-prepare reusable materials. Travel ads with coupons from the travel section can be cut out for beginning level students to complete and mail in envelopes they address. Students can find places on maps. In addition, intermediate and advanced students can use the brochures they receive to plan trips. The classified section offers garage sale ads, from which students learn how to get around town. They can discuss what to buy and how to plan a sale by writing ads, placing ads by telephone, and answering inquiries about sale merchandise. Cartoons from comic sections can be used by students for discussion of humor and content and for learning vocabulary, especially idioms and slang. Literacy students can use markers to circle names of food they have learned in food sections of the papers. Beginning students can clip and learn to use coupons. Intermediate and advanced students can use recipes for reading and listening comprehension. Daily horoscopes can be used to see if students remember birthdates. Advanced students can read and discuss selected essays and commentaries. Both intermediate and advanced students can use the newspaper for manipulative writing exercise. (YLB)

ED 272 774 CG 019 257

Field, Dorothy; Schaie, K. Warner
Life Satisfaction and Intellectual Functioning: Continuity between Young-Old, Old-Old, and Very-Old Age.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). For related document, see CG 019 258.
GRANT- AG-04041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); Individual Differences; *Intelligence; *Life Satisfaction; Longitudinal Studies; *Older Adults

While research has examined both life satisfaction and intellectual functioning of older adults, the relationship between these two dimensions has been investigated very little. A study was conducted to explore continuity in intellectual functioning over time in advanced old age, continuity in life satisfaction during the same period, the relationship between these two constructs, and how they are affected by whether the subjects are young-old, old-old, or very-old. Subjects were from the Berkeley Older Generation Study and were the parents of the 1928-1929 Guidance Study and Berkeley Growth Study children. In 1968-1969 and again in 1982-1983, subjects completed: (1) the Wechsler Adult Intelligence Scale; (2) a life satisfaction measure rating zest versus apathy, resolution and fortitude, congruence of goals, self-concept, and mood tone; and (3) five measures of intellectual functioning (intelligence, mental alertness, speed of mental processes, accuracy in thinking, and use of language). At the last follow-up, 61 subjects were aged 75-84 (old-old) and 29 subjects were aged 85-93 (very-old). The results revealed important changes in intellectual functioning and continuity in life satisfaction in advanced old age. Declines were found for most of the oldest people, yet individual differences were apparent in both the old-old and the very-old groups. No predictive relationship between life satisfaction and intelligence over time was found. Future research will examine possible sex differences, the influence of the constructs of such variables as health, and the possibility of non-linearity over time. (NB)

ED 272 788 CG 019 271

Guarnaccia, Charles A.
Improvements in Measuring Life Events in Older Adults.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Health; *Mental Health; *Older Adults; *Physical Health; *Stress Variables
IDENTIFIERS- *Bereavement; *LIfe Events

Life event measurement in the Arizona State University Life Events and Aging project includes monthly assessments of both major and small life events. Major events are measured using a 96-item Psychiatric Epidemiological Research Instrument (PERI) Major Life Events Scale which concentrates on health issues and events in the experiential domain of older adults. Small events are assessed using a 199-item Older Adults Version of the Inventory of Small Life Events (ISLE). Both scales contain items in the areas of social life, finances, household, love and marriage, crime and legal matters, health and illness, employment, and school. The PERI also contains a section on family while the ISLE contains sections on children and grandchildren, extended family, recreation, religion, and transportation. The addition of a small events measure has several advantages over research measuring only major events. Preliminary data from 239 subjects showed a high test-retest correlation for both major and small health events from the first to second interview. Other findings revealed that: (1) three-quarters of the recurrent undesirable small events were due to health events; (2) event indices properly reflected group assignments for bereaved subjects (N=61), disabled subjects (N=62), and controls (N=123); and (3) there was a consistent relationship between major health events and both factors of the mental health construct. (NB)

ED 272 802 CG 019 285

Noll, Robert B.; And Others

Development of Cognitive Structures about Alcoholic Beverages among Preschoolers: II.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 284.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Alcoholic Beverages; *Cognitive Structures; *Concept Formation; *Drinking; Family Environment; *Identification; Knowledge Level; Parent Influence; *Preschool Children; Preschool Education

Little is known about very young children's conception of alcoholic beverages and their uses. A study was conducted to determine whether preschool children's ability to correctly access a cognitive network about alcoholic beverages can be related to differences in family exposure to alcohol. Preschoolers (N=57) between the ages of 2.5 and 6 years were asked to try to identify nine substances first by smell alone and then again with photographs as cues. Three of the substances were beer, wine, and whiskey. Parents completed a Food and Beverage Questionnaire and a demographic questionnaire. The results demonstrated that virtually all of the preschoolers were able to provide accurate verbal labels for substances used primarily by adults that were presented only by smell. Older children performed better on the task than did younger children, although nearly all of the children were successful at correctly identifying at least one of the three alcoholic beverages. Children with heavier drinking parents correctly identified alcoholic beverages by smell more accurately, and with fewer cues, than did children from homes where less drinking occurred. These results demonstrated that the development of cognitive structures for alcohol occurs very early in the child's life. These findings have serious prevention implications and suggest that models of adolescent deviance probably need to take greater account of earlier individual differences in learning and the cognitive consequences that result from such differences. (Author/NB)

ED 272 816 CG 019 299

Dropout Prevention and Reentry Act of 1985. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on S. 1525 to Amend the Elementary and Secondary Education Act of 1965 to Provide Grants to Local Educational Agencies for Dropout Prevention Demonstration Projects (October 17, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-477
PUB DATE- 86
NOTE- 136p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Demonstration Programs; *Dropout Prevention; *Dropout Programs; *Federal Legislation; Hearings
IDENTIFIERS- Congress 99th

This document presents the text of the Senate hearing on the Dropout Prevention and Reentry Act of 1985, a bill designed to amend the Elementary and Secondary Education Act of 1965 to provide grants to local educational agencies for dropout prevention demonstration projects. Testimony is delivered by Senators Stafford, Pell, Chafee, Bradley, Chiles, and Kennedy with prepared statement by Senators Simon and Specter. Witnesses testifying or providing statements include: (1) Charles Davis, executive vice president, Educational Clinics, Inc.; (2) Douglas G. Glasgow, vice president, Washington operations, National Urban League; (3) Eileen C. Largey; (4) Lieselotte Maher, assistant administrator, Booker T. Washington Alternative School; (5) Marion Fye, high school student; (6) Navajo Nation; (7) Nathan Quinones, chancellor, New York City Board of Education; (8) J. Troy Earhart, commissioner of elementary/secondary education for the state of Rhode Island; (9) Laval S. Wilson, superintendent, Boston public schools; (10) John J. Ramos, director, Alternative Learning Project; (11) G. Alfred Hess, Jr., executive director, Chicago Panel on Public School Finances; (12) Keith Geiger, vice president, National Education Association; and (13) Robin Trimble White, state supervisor, Home Economics Education, West Virginia Department of Education. Witnesses describe local and state efforts to deal with the problem of dropouts and give their views on the Dropout Prevention and Reentry Act of 1985. Articles, publications, and additional materials submitted for the record are included throughout the text. (ABL)

ED 272 830 CG 019 314

Hodgson, Ann; Streatfield, David
Local Education Authority Policies and Practices Relating to Drugs Education and Drug Misuse: Report of a Questionnaire and Interview Survey of LEAs in England and Wales.
PUB DATE- Sep 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Secondary Education; Foreign Countries; *Policy Formation; *School Community Relationship; *School Districts; School Role
IDENTIFIERS- *England; *Wales

In order to identify and document Local Education Authority (LEA) policies and practices in relation to drug misuse and drugs education, a questionnaire was designed which examined: (1) LEA policy development and adoption; (2) staff with designated responsibility to coordinate and implement policies; (3) working parties and subcommittees; (4) staff working in schools and colleges; (5) curricular materials used in schools; (6) in-service training; and (7) the role of youth and community workers. The questionnaire was completed by 87 LEAs in England and Wales. The result revealed that only five percent of responding LEAs reported having done nothing under all seven headings. The majority of LEAs reported being involved in four or more of the seven activities. Metropolitan authorities consistently reported more activity than county authorities or London boroughs throughout the survey. Most LEAs reported having addressed the problem of hard drugs misuse within a broad health and social education context and having treated this as a community, rather than simply as a school problem. The report concludes that it would be useful to examine the effect of this sort of approach in relation to the more frequently occurring forms of drug misuse in schools, including illicit or excessive drinking. (NB)

ED 272 890 CS 209 979

Wyatt, Helen; And Others
Writing for the Media. PEN 57.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Childrens Art; Childrens Literature; *Creative Writing; Educational Media; Elementary Education; Expository Writing; Foreign Countries; *Learning Activities; *Mass Media; *Narration; Newspapers; Programing (Broadcast); *Radio; Reader Response; Speech Communication; *Story Telling; Student Publications; Writing for Publication; Writing Instruction; Writing Processes
IDENTIFIERS- Australia

To help children better understand and exert control over the use of narrative language, teachers need not only to devote time to children's literature, but also need to emphasize other narrative forms including the mass media and children's own stories (in their talk, writing, drawing, and play). Giving children experience in mass media techniques can play a key role in language education. They can write and publish a newspaper or magazine, or prepare a "radio" program using a cassette recorder. In carrying out projects such as these, certain key concepts must be understood: (1) how to select material; (2) how to construct a media product; (3) the purposes of a media product; (4) how to represent ideas, people, and events; (5) how stereotypes allow communication to draw upon commonly held attitudes and beliefs; (6) the inherently biased nature of a media product; and (7) children's extensive, though unarticulated, knowledge of media conventions. (SRT)

ED 272 951 CS 505 340

Jordan, Shirley C.; Fernandes, James J.
The Basic Communication Course in a College for the Hearing Impaired.
PUB DATE- 30 Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiology; Auditory Tests; Auditory Training; *Communication Problems; *Communication Skills; *Hearing Impairments; Higher Education; Reading Skills; Sign Language; *Speech Communication; *Speech Curriculum; Speech Handicaps; Speech Therapy; Student Needs; Writing Skills
IDENTIFIERS- *Gallaudet College DC

Gallaudet College provides education for preschool age through adult hearing impaired persons. Because of the lack of clear and continuous communication during their developing years, students who come to the school have not learned the English language well and have had communication problems most of their lives. To address these problems, undergraduate students must take five hours of classes in the Department of Communication Arts, including "Communication Processes and the Hearing Impaired," "Public Speaking" or "Group Discussion," and one additional course within the department curriculum. The subject matter taught in the communication processes class, coming from both speech communication and audiology, covers communication as an academic discipline, why and how people communicate, what hearing impairment is, the modes of communication used by the hearing impaired, and how communication skills relate to hearing loss and how both relate to the communication process. The public speaking course includes a traditional emphasis on skill development in researching and recording speech material, outlining and organizing information, using appropriate style, acquiring confidence and effectiveness in delivery, and listening actively and critically. The group discussion course shares these objectives but focuses on problem-solving discussions and public discussion. Though the communication courses at Gallaudet emphasize the needs of the hearing impaired, they share many of the same goals and characteristics of similar courses at other schools. (SRT)

ED 272 966 EA 018 682

Kauchak, Don; Peterson, Ken
Career Ladders in Utah: Four District Case Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Educational Legislation; Elementary Secondary Education; Incentives; *Job Enrichment; *Merit Pay; *State Legislation; Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; *Teaching Conditions
IDENTIFIERS- Teacher Status; *Utah

Utah's involvement with career ladders grew out of the nationwide educational reform movement. The plan was to improve learning by improving the quality of teachers. This could be done by retaining superior teachers, attracting higher quality recruits, and improving teachers' working conditions. In 1984 the Utah Legislature focused on performance-based merit pay and passed a bill authorizing $15,258,937 for district level career ladder plans. This paper studies four districts implementing such plans. Content analysis, on-site visits, interviews, and questionnaires were used to investigate factors influencing teacher acceptance of career ladder systems. Findings revealed teacher involvement, effective communication channels, administration involvement and support, and plan flexibility as positively related to teacher acceptance. Complexity, restrictive eligibility quotas, and increased responsibilities outside the classroom negatively affected teacher acceptance. Recommendations included provision of inservice information sessions explaining issues and options and exploration of smaller-scale, decentralized career ladder systems. Included are 2 tables, 23 references, and 2 appendices made up of the pilot school questionnaire and responses. (MLH)

ED 273 008 EA 018 742

O'Hara, Julie Underwood
Special Education: Related Services under 94-142.
PUB DATE- 86
NOTE- 7p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Disabilities; Elementary Secondary Education; Equal Education; Federal State Relationship; Government School Relationship; *School Responsibility; *Special Education; Student Needs; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; Supreme Court

The "related services" mandate is a controversial aspect of the Education for All Handicapped Children Act (EHCA). This chapter focuses on three parts of the issue, including: (1) A student's eligibility for services. This issue was emphasized in the 1984 Supreme Court "Irving Independent School District v. Tatro" decision. A child is not considered handicapped and in need of related services unless he or she needs special education. (2) The extent of services required. "Board of Education v. Rowley" in 1982 was the Supreme Court's first interpretation of the EHCA, implying that a "related service" is essential to achieve a "basic floor of opportunity" of education. (3) The different types of services required. Services include transportation, medical and health services, counseling and psychological services, recreation, and auxiliary aids and equipment. Transportation includes door-to-door service to special education programs and transportation to and from other services. Medical services are provided for diagnostic and evaluation purposes. Other health services are defined according to what school personnel can "reasonably be expected to provide." Recreational activities are included where they are necessary for the student to benefit from special education. The school district is not required to provide individually prescribed equipment for a student's personal use. (CJH)

Lamborn, Robert L.
Public and Private School Perspectives on Educational Reform.
PUB DATE- 31 Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Anaheim, CA, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Change; Educational History; *Educational Policy; Elementary Secondary Education; *Private Education; *Public Education; *Public Policy

This paper considers factors contributing to the perspectives on educational reform held by educators in the public and private school systems of the United States and suggests a common perspective that can be used by both parties. The paper first defends four assertions: (1) the perspectives of those debating the appropriate roles of public and private education are distorted by ignorance, misinformation, bias, and emotion; (2) this distortion of policy perspectives handicaps educators trying to serve the public; (3) differences in public and private perspectives derive more from differences in "ownership," "mission," and "perception" than from differences in philosophy, purposes, or programs; and (4) the significant common core of purposes and concerns shared by public and private education provides sufficient ground for major collaborative efforts toward educational reform. The paper then reviews the fragmentation of education into varied public and private systems and the current movement toward increasing collaboration. A rationale for collaborative effort is proposed based on meeting common needs within a pluralistic society. The paper concludes by urging further scrutiny of the proposal, a long-term promotional effort, coordinated study, development of a national plan for collaborative reform, and conscientious pursuit and modification of that plan. (PGD)

ED 272 761 CE 044 897

Economic Indicators of the Farm Sector. Costs of Production, 1985.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-5-1
PUB DATE- Aug 86
NOTE- 164p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Adults; Agricultural Education; *Agricultural Production; Agriculture; *Cost Effectiveness; *Costs; Economic Factors; *Economic Research; Vocational Education

This report presents the Economic Research Service's estimates of the costs of producing wheat, feed grains, cotton, and dairy commodities. It includes costs for other farm products that compete with the required commodities, namely rice, peanuts, soybeans, flax, sunflowers, fed cattle, hogs, sheep, and sugar. The report begins by assessing costs and returns on a per-acre basis under three sections of a budget: cash receipts, cash expenses, and economic costs. The budgets are based on national weighted average estimates of all costs associated with the particular enterprise. Cash receipts are also weighted and show expected sales for the given average yield. This 1985 summary is followed by an explanation of account structure, the procedures and methodology used, how to use the data, and the budgets themselves. The budgets are presented in the form of 121 tables with data for 1983-1985.

Nineteen regional production maps are provided. (YLB)

ED 272 905 CS 210 005

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 24p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: "My Magical Metronome" (Lewis Thomas); "Queen Street Trolley" (Dale Zieroth); an excerpt from "The Tragedy of Richard the Third" (William Shakespeare); an excerpt from "Memoir: A Play" (John Murrell); an excerpt from "To See You Again" (Alice Adams); "Devouring Time, Blunt Thou The Lion's Paws" (William Shakespeare); "Natural Complements" (K.C. Cole); "Insouciance" (John W. Dickson); "What You See is the Real You" (Willard Gaylin); and an excerpt from "The Luck of Ginger Coffey" (Brian Moore). (SRT)

ED 272 690 CE 044 777

Walters, Terry; Walker, Susan S.
Automotive Body Repairer. Vocational Trade and Industrial Education.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 86
NOTE- 564p.; Printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074 (In-state--$7.00, out-of-state--$ 18.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Behavioral Objectives; Instructional Materials; Learning Activities; Lesson Plans; *Metal Working; Motor Vehicles; Painting (Industrial Arts); Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; Transparencies; *Welding
IDENTIFIERS- *Oklahoma

This curriculum guide was developed for courses in automobile body repair in secondary, postsecondary, and adult education classes in Oklahoma. It is designed for easy entry, easy exit in self-paced class situations as well as traditional courses. The curriculum contains 4 sections organized in 13 instructional units. The units follow a standard format established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. (Depending on the specific objectives of a unit, it may or may not contain transparency masters, supplements, assignment sheets, or job sheets.) All of the unit components focus on measurable and observable learning outcomes. The units in this curriculum cover the following topics: (1) welding; (2) metal repair--surface preparation, roughout, metal finishing, shrinking, and body filling; (3) fiberglass and plastic repair; and (4) hardware, glass, and trim. (KC)

ED 272 718 CE 044 821

Arkansas Educators-in-Industry Resource Manual.
Arkansas State Industrial Development Commission, Little Rock.
PUB DATE- 85
NOTE- 103p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Cooperative Education; Education Work Relationship; *Inservice Teacher Education; Instructor Coordinators; Postsecondary Education; Program Development; *Program Implementation; *School Business Relationship; *State Programs; *Work Experience Programs
IDENTIFIERS- *Arkansas

This manual was written to assist communities, especially in Arkansas, in developing an educators-in-industry program, a graduate credit course that gives educators firsthand knowledge of the nature and range of employment in their regions. The guide contains 17 sections that give advice on how to set up and conduct the program. The guidelines presented suggest the following 12 action steps: hold an exploratory meeting, enlist university sponsorship, form an advisory committee, determine the objectives, prepare a fact sheet, enlist the host sites, contact the school districts, hold an orientation meeting, determine the semester schedule, determine the finances, issue news releases, and prepare materials (such as course outlines, schedules, grading systems, evaluation forms, maps, agendas, and handouts). The final five sections concern activities during the semester, publicity, the concluding banquet, certificates, and evaluations. Appendixes include questions and answers on the program, sample correspondence, agendas and schedules, course outlines, evaluation forms, newspaper articles, and other supplementary materials. (KC)

ED 272 732 CE 044 846

Subsistence Specialist Handbook. Pamphlet No. P35101. Fourth Edition.

Coast Guard Inst., Oklahoma City, Okla.

PUB DATE- Apr 86
NOTE- 270p.; Supersedes ED 226 197.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Cooking Instruction; Cooks; Course Content; Equipment; Food; Food Handling Facilities; *Food Service; *Foods Instruction; *Food Standards; Hand Tools; Hygiene; Independent Study; Job Training; Military Personnel; *Military Training; Postsecondary Education; Vocabulary
IDENTIFIERS- Coast Guard

This self-paced course is designed to present a basic, general overview of the duties of a Coast Guard Third Class Subsistence Specialist. The course provides basic information necessary to perform food preparation and food service tasks using various types of food service equipment and utensils. The course contains 16 illustrated reading assignments, each consisting of learning objective(s), introduction, information sheets, and self-quiz with answers. The course covers the following topics: sanitation and safety; food service utensils and equipment; armed forces recipe service; meats; poultry and seafood; cooking and carving procedures for meat, poultry, and seafood; vegetables, fruits, soups, salads, sauces, and gravies; sandwiches and beverages; functions of food materials in baking; quick breads, cakes, cookies, and pies; yeast-raised products; food presentation; Coast Guard dining facility policy and organization; food inspection; food storage; and services. Appendixes to the course materials include a glossary, food services hand tools list, food preparation hints, and pamphlet review quiz with answers. (KC)

ED 272 860 CS 008 545

Dickinson, David K.; Snow, Catherine E.
Interrelationships among Prereading and Oral Language Skills in Kindergartners from Two Social Classes.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; Tufts Univ., Medford, Mass.
PUB DATE- 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; Decoding (Reading); Family Environment; Kindergarten; Language Acquisition; Oral Language; Preschool Education; *Prior Learning; *Reading Readiness; *Reading Research; *Socioeconomic Status; Spelling; Word Recognition
IDENTIFIERS- *Print Awareness

A study examined the interrelationship among print-related skills developed prior to formal reading instruction and social class differences in these skills in 33 middle-class and working-class children attending one of two high quality, reading-oriented kindergarten classes. Two hypotheses were generated: (1) that correlations would emerge among measures reflecting grasp of sound-symbol correspondence, phonemic awareness, how print language functions, and decontextualized language ability; and (2) that social class differences would be a factor for measures of decontextualized language and grasp of sound-symbol correspondences, but not for measures of abilities focused on in the kindergarten, such as print concepts and general understanding of how books function. Subjects, assessed as low socioeconomic status (SES) or high SES on the basis of their parents' employment status, were tested in three to four sessions of 15 to 20 minutes each. The results indicated that phonemic awareness, print decoding, print production, and literacy interrelate positively and significantly, but have generally low or negative correlations with the oral language composites. These results suggest that preschool reading readiness may include many different abilities, however highly related to one another. Gender had no significant main effect, but middle-class subjects scored significantly higher on all the prereading composite scores than did working-class subjects, suggesting that attendance at high quality nursery/kindergarten classes was not sufficient to equalize the skills of the two social groups. (A 10-page list of references and tables of data are included, and coding criteria for picture descriptions and of noun definitions are appended.) (HTH)

ED 272 923 CS 210 027

Koenke, Karl
Handwriting Instruction: What Do We Know? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cursive Writing; *Handwriting; Instructional Materials; *Manuscript Writing (Handlettering); Primary Education; Program Evaluation; *Teaching Methods; *Writing Instruction; Writing Readiness; *Writing Skills
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the state of research into handwriting instruction and the printing versus cursive writing dilemma. After examining how handwriting is currently being taught, the digest discusses research supporting various kinds of printing instruction--block, italic, D'Nealian--prior to instruction in cursive. Research evidence indicates that printing styles do not make a difference but teaching printing should be retained in the lower grades because printing more closely resembles the letters found in typeset books. The digest then looks at the distinction between neatness and legibility in printing, making a case for moving all students, whatever the quality of their printing, into cursive instruction at the same time. Next, the digest explores the use of wide-lined paper and "fat" beginner's pencils, suggesting that the former is helpful while the latter is not. Finally, the digest looks at characteristics to remember when selecting a spelling program. (HTH)

ED 272 937 CS 505 323

Advanced Acting: An Instructional Guide.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acting; *Characterization; *Drama; *Dramatics; Educational Objectives; Evaluation Criteria; High Schools; Literary Criticism; Oral Interpretation; Scripts; Theater Arts

As part of the theatre studies program offered by Montgomery County (Maryland) senior high schools, this instructional guide for advanced acting is designed to train students in the rigorous skills of preparing and presenting a character in performance. After listing 11 educational objectives, including being able to identify character elements inherent in a dramatic script and being able to function effectively in a group performance of a scene, a statement of philosophy is presented. Unit One, "The Actor," emphasizes the refinement of acting skills. Unit Two, "The Actor Explores the Script," deals with script and character analysis. Unit Three, "The Actor Explores the Performance," demonstrates application of script and characterization analysis to performance. Unit Four, "The Actor Explores the World of Theatre," explores the educational and professional opportunities available to actors. Each unit consists of a brief course outline, the instructional and performance objectives to be mastered, activities to help the student reach those goals, and suggestions for assessment. (DF)

ED 272 980 EA 018 704

Romer, Thomas; Rosenthal, Howard
Dynamic Analysis of School Spending Referenda. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.
GRANT- NIE-G-83-0017
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Educational Finance; Elementary Secondary Education; Expenditure per Student; Grants; *Mathematical Models; *Politics of Education; *School Budget Elections; *School District Spending; School Statistics; State Aid; *Voting
IDENTIFIERS- *Oregon

The school spending model described in this report involves institutions and information based on the following reasoning. Where education spending must be approved by referenda, the school board seeks to obtain as large a budget as possible. Voters have to approve the budget proposal or accept the "reversion" level of spending--that statutorily mandated level of spending that prevails should a referendum fail. Since the budget-setters can use a low reversion level to threaten the voters into accepting higher expenditures, the institutional structure matters in the model. Knowledge of a lump-sum state grant will typically lower voters' desired levels of spending from local sources. Also, larger grants lead to larger reversions and diminish the threat available to the budget-setters. The model, presented in a mathematical formula, was applied to a sample of 111 relatively large Oregon school districts for the 1971-72 school year. The data strongly suggest substantial underperception of state aid. This voter ignorance of state aid had the following effects: total spending was increased by some 30 percent in all districts; and, in the 40 percent of the districts that had reversions below the school closing threshold, the reversion effects and perception effects interacted to boost spending by an additional 15 percent. Three tables and nine references are included. (MLF)

ED 272 994 EA 018 728

Terry, John David, II
Censorship: Post Pico.
PUB DATE- 86
NOTE- 11p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Censorship; *Court Litigation; Elementary Secondary Education; Federal Legislation; Federal State Relationship; *Freedom of Speech; *Government School Relationship; *School District Autonomy; School Libraries; School Policy
IDENTIFIERS- *First Amendment; *Pico v Island Trees Union Free School District; Supreme Court

The 1982 Supreme Court decision in "Pico v. Island Trees Union Free School District" occasioned an ideological war over interpretation of the First Amendment, but a review indicates that it is an additional case in the long-standing attempt to find the proper balance between the amendment and the efficiencies of government. In "Pico," the issue was whether the amendment imposed limitations upon a school board's discretion to remove books from a school library. One ideological position promotes the First Amendment and an open society; a second position favors government dividing itself into special purposes and being vested with discretion to find the efficiencies to achieve its ends. The First Amendment positionists recognize the amendment's description as the indispensible condition of other freedoms. The cases upholding the First Amendment seem to emphasize two themes: (1) the function of freedom of speech in individual expression and development, and (2) the value of freedom of expression in a representative democracy. Those in favor of government performing specialized functions prefer absolute discretion because the realities dictate discriminating choices so that government's primary mission is not disrupted. The limited open forum cases allow courts to invade these special purpose government entities so that the First Amendment can survive, given the fluctuations of government. (CJH)

ED 273 022 EA 018 756

Ross, Doris; Solomon, Lester
Evaluating Teachers: With Lessons from Georgia's Performance-Based Certification Program.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-TQ84-2
PUB DATE- Jul 85
NOTE- 26p.
GRANT- G00-830-3600
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Observation; Performance; State Programs; Teacher Certification; *Teacher Evaluation; Teacher Supervision; Testing
IDENTIFIERS- Georgia

An overview of the reasons for and basic elements of teacher evaluation programs, and a deeper look at one state's program in particular, are presented in this booklet. The first chapter discusses why teacher evaluations are useful, what processes for evaluation can be followed, how state and local policymakers can enhance the usefulness of teacher evaluation, and why evaluation programs must be continuously updated. Chapter 2 briefly describes evaluation systems used in five states: an internship program in Kansas, career ladders in Arizona and Tennessee, Mississippi's Accountability/Instructional Model, and New Mexico's Staff Accountability Plan. Georgia's teacher evaluation program is described in detail in chapter 3. Among the aspects of Georgia's program that are covered are teacher testing in basic skills, general knowledge, professional education, and specific subject areas; the use of norm- and criterion-referenced tests; certification and testing; on-the-job assessment; the selection and training of evaluators; the scheduling of evaluations; and staff development efforts aimed at meeting demonstrated needs. Chapter 4 identifies factors to consider when evaluating for promotions or salary increases. Twelve references and a list of nine bookets available from the Education Commission of the States are provided. (PGD)

ED 272 677 CE 044 613

Sampson, James P., Jr.; And Others

A National Comparison of the Use of DISCOVER and SIGI: Technical Report No. 2.

Florida State Univ., Tallahassee. Clearinghouse for Computer-Assisted Guidance Systems.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 86
NOTE- 42p.; Funds provided through Project LEARN.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; *Career Guidance; *Computer Oriented Programs; *Computer Software; Counseling Techniques; Educational Needs; Postsecondary Education; Program Attitudes; *Program Effectiveness; Program Evaluation; Program Improvement; Research Needs; Secondary Education
IDENTIFIERS- Computer Assisted Guidance; *DISCOVER System; *SIGI System

A nationwide comparative study of the 677 sites using DISCOVER or SIGI (computer-assisted career guidance systems) as of June 1984 was made. Software-based and institutionally-based factors influencing system use were explored. The former included theoretical bases, ease of software usage, and developer's implementation assistance; while the latter included staff competence, organizational dynamics, financial resources, clientele, implementation plan, and system integration with other activities and facilities. The sample included 408 respondents (60 percent of the 677 DISCOVER and SIGI sites surveyed). Multivariate log-linear models were used to analyze data in five areas of systems use, and univariate analyses were used in two other areas. Results suggested that institutionally based factors, not software-based factors, were largely determining how DISCOVER and SIGI were used. However, it was noted that software-based factors, such as system theory bases, might be emphasized more by researchers, developers, and practitioners in order to maximize the impact of computer-assisted career guidance systems. (The report includes 10 tables and the survey instrument.) (KC)

ED 272 747 CE 044 869

Shapiro, Toni, Comp.; Ligon, Fred, Ed.
Settling In. A Competency-Based Curriculum for U.S. Cultural Orientation. A Teacher's Handbook 2.
Experiment in International Living, Brattleboro, VT.; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 85
NOTE- 451p.; For part 1, see CE 044 868. Section on "Techniques" is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Adult Basic Education; *Asian Americans; Career Education; Community Services; Competency Based Education; Consumer Education; *Cultural Education; *Daily Living Skills; English (Second Language); Job Search Methods; Land Settlement; Law Related Education; Legal Responsibility; Orientation Materials; Postsecondary Education; *Refugees; Safety; Skill Development; Work Attitudes
IDENTIFIERS- *Southeast Asians

This handbook is intended to assist teachers involved in helping Southeast Asian refugees with little or no formal education to gain an understanding of U.S. culture. The guide is divided into the following four parts: an introduction describing the refugee training program that led to the development of the handbook, seven units of core curriculum materials and a simulation, five optional lessons, and a selection of teaching techniques. Each of the 30 lessons included in the 7 units contains a list of objectives, lesson rationale, skills to be taught, a list of materials, a language section (language structures, vocabulary, and literacy suggestions), activities (including pretest and assessment), and notes and variations. Covered in the lessons are the following topics: community services, education for children and adults, public assistance, law and legal services, safety in the city, directions and maps, geography and weather, transportation, length and height, volume and weight, shopping for food and clothing, consumerism, banking services, bill paying, budgeting, skills assessment, work attitudes, jobs in the United States, personal employment data, job search, job interviews, workplace rules and policies, on-the-job relationships, resettlement and sponsorship, the transit process, culture shock, and secondary migration. Driving a car, reading the newspaper, using restaurants, participating in sports and recreation, and celebrating U.S. holidays are examined in the five optional lessons. The techniques section covers pretest, presentation, class management, structural exercises, discussion starters, discussion, explanation, language reinforcement, literacy reinforcement, and assessment. Appendixes contain references to books, materials, and the Southeast Asian regional curriculum; handouts and worksheets; and teacher resources. Activity and topic indexes are provided. (MN)

ED 272 789 CG 019 272

Problems and Issues in Long-Term Care. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress. Long-Term Care Services for the Elderly (October 18, 1985) and Alzheimer's Disease and Related Disorders (January 27, 1986).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 86

NOTE- 395p.; Serial No. 99-71. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Aging (Individuals); *Health Insurance; Health Needs; Hearings; *Mental Disorders; *Older Adults

IDENTIFIERS- *Alzheimers Disease; Congress 99th; *Long Term Care

This document provides testimony from two Congressional hearings, one on the subject of long-term care services for the elderly and the other on Alzheimer's disease and related disorders. In the hearing on long-term care, opening remarks are given by Congressmen Waxman and Wyden. Expert testimony from the following witnesses is provided: (1) Marie-Louise Ansak, executive director of On-Lok Senior Health Services; (2) Karen Davis, professor and chairman, Department of Health Policy and Management, Johns Hopkins University; (3) Judith Feder, co-director, Center for Health Policy Studies, Georgetown University; (4) Lloyd W. Lewis, executive director, Kendal-Crosslands; (5) Teri L. Louden, president, Louden & Co., and (6) John W. Rowe, director, Division of Aging, Harvard Medical School. In the hearing on Alzheimer's disease, opening remarks or statements are given by Congressmen Waxman, Roybal, Pepper, and Bilirakis. The testimony of 18 witnesses, comprising more than 100 pages is given. These witnesses include academic and service program experts, relatives of Alzheimer's victims, and other concerned persons. (ABL)

ED 273 037 EA 018 774

Macpherson, R. J. S. Mac
Talking Up and Justifying Organisation: The Creation and Control of Knowledge about Being Organised. Studies in Educational Administration Number 41.
Commonwealth Council for Educational Administration, Armidale (Australia).
REPORT NO.- ISBN-909086-42-7
PUB DATE- May 86
NOTE- 17p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Administrative Organization; *Administrator Role; Culture; Educational Administration; Foreign Countries; Group Behavior; *Group Dynamics; Institutions; Leadership; *Organizational Change; *Organizational Theories; Policy Formation; Power Structure
IDENTIFIERS- Australia; *Organizational Culture

This paper reviews some key ideas that have emerged from recent research into administrative practices in education and their relationship to organizational culture. "Culture" is defined as a system of knowledge and conceptions that members of an organization use for giving meaning to and coping with problems that they experience. The paper focuses on the processes through which an organization's historically evolved culture is modified and augmented by administrators as they organize themselves and others. The first section demonstrates that the process of organization can be seen as a form of cultural action through which shared social realities and assumptions are created, renegotiated, or terminated. The second section considers power and structure--two key resources typically used to control the significant and legitimate aspects of educational institutions. Section 3 illustrates the role administrators play in distributing cultural knowledge (or "cultural capital") during the educational process. Finally, it is argued that despite some limitations, cultural analysis of administrative talk and other actions is crucial to fully understanding the nature and consequences of the concepts of "organization" and "development." (PGD)

ED 272 703 CE 044 800

Imagery Production Specialist (AFSC 23350).

Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 85
NOTE- 853p.
LANGUAGE- English
EDRS Price - MF05/PC35 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Instructional Materials; Learning Activities; Military Training; Photographic Equipment; *Photography; *Production Techniques; Quality Control; *Trade and Industrial Education
IDENTIFIERS- Air Force; Military Curriculum Materials

This course of study is designed to lead the student to full qualification as an Air Force imagery production specialist. The complete course consists of six volumes: general subjects in imagery production (39 hours), photographic fundamentals (57 hours), continuous imagery production (54 hours), chemical analysis and process control (volumes A and B: 39 and 27 hours), sensitometric control for black-and-white and color processes (39 hours), and statistical quality control methods (36 hours). Each volume provides both theoretical and factual information, exercises, and answers to exercises. Other contents may include a bibliography and appended materials. A volume review exercise (multiple-choice questions) accompanies each of the six volumes. (YLB)

ED 272 762 CE 044 898

Ahearn, Mary
Financial Well-Being of Farm Operators and Their Households.
Agricultural Economic Report Number 563.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Sep 86
NOTE- 49p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Education; *Agricultural Production; *Agriculture; *Farmers; Farm Occupations; *Financial Problems; *Income; Vocational Education

Almost one-sixth of all U.S. farming households suffered net income losses in 1984, while about one-ninth had total incomes of more than $60,000. This disparity in a relatively high income year for the agricultural sector as a whole demonstrated the importance of income distribution in determining the overall financial well-being of farm operators and their households. Most of the average farming household's income earned on the farm came in the form of the rental value of farm dwellings, home consumption of farm-produced food, and wages and benefits operators paid themselves and their household. In 1984, about three-fifths of the total income earned by farming households came from off-farm sources. The income gap between farm operator households and nonfarm households had narrowed somewhat over time, but farm operator household incomes were still generally lower. Average incomes tended to mask differences, however, because farm households had a higher proportion of households in both the lowest and highest income group than did nonfarm households. More than two-fifths of all U.S. farms had total annual sales of less than $10,000. Farms in the Delta States had the lowest average incomes in 1984, Pacific States farms the highest. (YLB)

ED 272 845 CS 008 500

Redencich, Marguerite C.
S.T.A.R.: A Strategy for Taking Timed Tests.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Essay Tests; Objective Tests; Student Evaluation; *Study Skills; Test Coaching; *Test Wiseness; *Timed Tests
IDENTIFIERS- *STAR Test Taking Strategy

Based on the classic test-wiseness principles of J. Millman, C. H. Bishop, and R. Ebel, the STAR strategy streamlines the taking of timed tests. Before explaining the strategy to students, the instructor can convince students of the advantages of the strategy by administering a short test to determine students' test-wiseness. The STAR strategy consists of the following steps: (1) survey the test to gauge time in terms of item difficulty and point value; (2) take time to read directions carefully; (3) answer test items as directed, answering familiar questions and marking unfamiliar ones to return to later; and (4) reread the questions and the answers, revising when necessary. (A copy of a test-wiseness test and a detailed explanation of the STAR strategy are included.) (HTH)

ED 272 875 CS 209 922

Ducoffe, Robert Hal
Changes in Perceptions Advertising Agency Personnel Had of Media Sales Representatives: 1950-1986.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Attitude Change; Marketing; *Mass Media; *Media Research; Merchandise Information; Merchandising; Occupational Surveys; *Salesmanship; Sales Occupations; Social Change; Technological Advancement
IDENTIFIERS- *Advertising Agencies

A study examined the changes in advertising agency personnel perceptions of media sales representatives in light of the developments in advertising and the mass media that occurred from 1950 to 1986. Data were collected from four previously conducted and published surveys, as well as a 1986 survey. The findings revealed that advertising agency personnel have decreased their perceptions of the usefulness and influence of media sales representatives in their media decisions. Also, the salesperson's role was perceived in more limited terms in 1986 than in 1950. Four factors that influenced these changes in perceptions were (1) the emergence of "marketing" as the predominant business philosophy, (2) the introduction of computers into media planning, (3) the growth of syndicated audience research services, and (4) the emergence of new communications technologies. Fifty-six footnotes are appended. (HOD)

ED 272 891 CS 209 980

Goldsmith, Peggy; Robinson, Trish
Developing Word Knowledge. PEN 58.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Associative Learning; Elementary Education; *English (Second Language); Foreign Countries; Idioms; Language Skills; *Learning Activities; Learning Strategies; *Linguistic Borrowing; Semantics; Spelling; *Vocabulary; *Word Lists; Word Recognition; Word Study Skills
IDENTIFIERS- Australia; Semantic Webbing; *Word Games

To help children develop a concept of "words," this document introduces parallels from languages other than English so that children, especially those learning English as a second language, can become aware of similarities across languages and recognize links between their first language and English. Answers to questions often asked by teachers--such as What words do children most need to learn? Why are some words easier to learn than others? and How can we make words important for children?--are discussed. The document also provides activities to promote word knowledge, including playing with words and word sorts (such as closed sorts, open sorts, minimal meaning units, meaning links, and meaning links in Chinese). Examples of and activities for learning borrowed words (from aboriginal languages and current borrowings and coinings), word clines, semantic webbing, and idiomatic words and phrases are also provided. (SRT)

ED 272 906 CS 210 006

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 24p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 30 in Alberta, Canada, this reading test contains 80 multiple choice test items based on the ten readings in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, and (3) understanding and interpreting human experience and values as expressed through literature. (SRT)

ED 272 661 CE 043 036

Hinton, Barbara
Set the Stage for Student Success. TECHNIQUES.
PUB DATE- Oct 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Students; *Classroom Environment; *Classroom Techniques; Orientation; *Student Needs; *Success; Teacher Role

The adult educator should take some specific steps before the first students arrive to meet the needs of students with different orientations. A 15-20 minute interview helps the teacher to get to know prospective students. The physical facilities should be conducive to learning, including adequate lighting, a comfortable room temperature, an informal seating arrangement, and study carrels. Methods and materials should be varied to suit adults varying in experiences, achievement levels, and preferred learning styles. Classroom procedures and other pertinent information should be explained in clear and simple language. A course syllabus shows students specific steps to take to reach their goal. To set the stage for future learning, the teacher should take the following steps during the students' first visit to an adult education class: establish a learning environment of mutual respect, trust, helpfulness, and acceptance; review institutional expectations, use of materials, and learning procedures; explain the diagnostic uses of testing to reduce the fear of tests and remove the threat of grades; make sure students learn something that is both rewarding and relevant; and ask students to complete an assignment before their next visit. (YLB)

ED 272 775 CG 019 258

Field, Dorothy; Schaie, K. Warner
Stability in Social Relationships between Young-Old and Old-Old Age.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Jul 85
NOTE- 21p.; Paper presented at the meeting of the International Society for the Study of Behavioral Development (Tours, France, July 1985). For related document, see CG 019 257.
GRANT- AG-04041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Friendship; Individual Differences; *Interpersonal Relationship; Longitudinal Studies; *Older Adults; *Sex Differences; Social Life

While changes in levels of activity and in social relationships in old age have interested researchers for some time, longitudinal studies have only recently begun to yield information about changes in social relationships across time for older adults. Parents (N=74) of the 1928-1929 Guidance Study and Berkeley Growth Study children, who are now involved in the Berkeley Older Generation Study, participated in a follow-up study examining stability and change in social relationships. Interviews conducted in 1968-1969 (young-old) and in 1982-1984 (old-old) collected in-depth information on friendship patterns and involvement in community activities, health, marital status, church attendance, and family relationships. The results regarding social relationships revealed a general pattern of continuing involvement, with 74% of subjects showing no decrease in involvement from young-old (60-75) to old-old age (85+ years). There was continued social involvement with no changes in the amount of club activity or church attendance or in the sociability or importance older persons gave to friendship. Sex differences were found, with men being significantly less likely than women to report that they still wanted friends; they also reported fewer new friends and less contact with friends. A comparison of the old-old (75-84) with the very-old revealed that involvement outside the family was lower for the oldest individuals and that such involvement declined over time for both groups. These results suggest that social relationships are highly variable in the years of old age. While there was stability for the group as a whole, individual differences were striking. (NB)

ED 272 803 CG 019 286

Dalton, Jon C., Ed.
Promoting Values Development in College Students. Monograph Series, Volume 4.
National Association of Student Personnel Administrators, Inc.
PUB DATE- Oct 85
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Students; Higher Education; *Moral Development; *Student Development; *Student Personnel Services; *Values Education

This monograph was written to examine the significance of recent moral development theory and research for college student development and to demonstrate ways in which these findings can be incorporated into student affairs programs and services. Although the monograph includes some review and discussion of research and theory in values development, it is intended primarily for student personnel practitioners. The following chapters are included: (1) "The Legacy of Values Education in College Student Personnel Work" (Arthur Sandeen); (2) "Values Education: A New Priority for College Student Development" (Jon C. Dalton); (3) "Influences of Character Development During the College Years: The Retrospective View of Recent Undergraduates" (John M. Whiteley, et al); (4) "Critical Factors in the Value Development Process" (Jon C. Dalton); (5) "Planning a Comprehensive Values Education Program" (Jon C. Dalton, et al); and (6) "Evaluating Moral Development" (James R. Rest). Also included are a conclusion by Martha McGinty Stodt and an annotated bibliography (66 entries) by James Thorius. The appendix provides short summaries of the method and goals of 10 sample values education programs. (NB)

ED 272 817 CG 019 300

Home Health Care: Present and Future Options. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (September 30, 1985, New York, NY).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-539
PUB DATE- 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Federal Legislation; *Health Programs; *Health Services; Hearings; *Older Adults
IDENTIFIERS- Congress 99th; *Home Health Care

Text of a Congressional hearing examining present and future policies on providing home health care for the aged is presented in this document. In his opening remarks, Representative Biaggi discusses the unhealthy and unacceptable reliance on institutional care and the disproportionate amount of resources Medicare and Medicaid spend on nursing home services. Representative Manton also testifies. Expert testimony is provided by these witnesses: (1) Barry Freedman, senior vice president, Mount Sinai Medical Center; (2) Andrew Stein, borough president of Manhattan; (3) Robert N. Butler, Brookdale Professor of Geriatrics and Adult Development and chairman, Gerald and May Ellen Ritter, Department of Geriatrics and Adult Development, Mount Sinai Medical Center; (4) Roberta R. Spohn, deputy commissioner, New York City Department for the Aging; (5) Robert O'Connell, deputy director, program development and evaluation, New York State Office for the Aging; (6) Mary Lou Carraher, Visiting Nurse Association of New York; (7) Charles Trent, executive director, East Harlem Committee on Aging, New York City; (8) Betsy Tuft, assistant director, Project LIFE; (9) three of Project LIFE's clients; and (10) Joan Marren, director of home care, Mount Sinai Hospital. (ABL)

ED 272 831 CG 019 315

Hamachek, Don E.
When the Self's Development Goes Awry: Diagnosis and Treatment.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Developmental Psychology; *Developmental Stages; Psychological Characteristics; *Psychological Evaluation; *Self Concept; *Self Esteem

Whether one is working with clients in a clinic or students in school, it is useful to have a psychological framework within which behavioral observations and diagnostic considerations can be integrated and understood. One such approach begins with the assumption that each person has: (1) a self (a sense of personal existence); (2) a self-concept (an idea of personal identity); (3) a certain level of self-esteem (feelings of personal worth); and (4) an ego (one's personal gauge of psychological and emotional strength). In assessing positive and negative ego resolution, the behaviors under consideration can be examined in terms of appropriateness for the situation and the person's age, intensity of the behavior, and duration of the behavior. Awareness of clients' strengths and weaknesses in the self's development can facilitate the counselor's diagnostic efforts by helping him/her to recognize psychosocial stages where negative ego qualities are most dominant and plan treatment with these needs in mind. Individuals may need counseling treatment to understand the self-as-object (physical, social, emotional, and intellectual attributes) and the self-as-doer (perceiving, performing, thinking, and remembering functions). Diagnosis of self-concept strengths and weaknesses are useful in designing effective treatment programs and counseling approaches. (ABL)

ED 272 952 CS 505 341

Hensley, Wayne E.
Territoriality in the Ivory Tower: Academic Rank and Office Space.
PUB DATE- 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); College Buildings; *College Faculty; *Facility Utilization Research; Higher Education; *Offices (Facilities); *Organizational Communication; Space Classification; *Space Utilization; Speech Communication

A study tested the hypothesis that higher organizational status translates into larger and better office space. One full professor, one associate professor, and one assistant professor for each of 30 departments in a large, mid-Atlantic land grant university were interviewed by organizational communication students. The results did not support the hypothesis, suggesting that academic rank has little or no impact on the size of the office for a professor. The higher the professorial rank, the more input the individual reported having in the choice of an office, but the tangible results of those choices were not readily visible. (HTH)

ED 272 967 EA 018 683

McGee, Glenn W.

The Effectiveness of Incentives on the Implementation of a Technological Innovation.

PUB DATE- Apr 86

NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; Elementary Education; *Incentives; *Microcomputers; *Principals; *Socioeconomic Status; *Technological Advancement

IDENTIFIERS- *Implementation Analysis; *Support Systems

Although technological innovations have been widely adopted in elementary schools, efforts to implement them have been generally unsuccessful. Past research indicates that the principal's endorsement, sustained support, and ability to overcome resistance to the innovation are necessary for effective implementation. The nature of this support, however, remains vague. Using data collected from teachers, principals, and media center directors in a random sample of 130 elementary schools, this study examines the nature and effect of principals' use of three types of support: economic incentives, political incentives, and moral support and encouragement for microcomputer implementation. The study also examines how the principal's support role varies in schools of high, low, and average socioeconomic status. Findings indicate that moral support is not related to implementation, but that the use of both economic and political incentives (especially recognition from school boards and superintendents) is effective in high status schools. Results for low and average status schools are mixed. This study shows that future implementation research cannot ignore social context. Included are 4 tables, 2 figures, and 23 references. (MLH)

ED 272 981 EA 018 705

Greenbaum, Stuart; And Others
Educated Public Relations: School Safety 101. With Engineering Consent.
National School Safety Center, Sacramento, CA.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Sep 86
NOTE- 68p.; Photographs in Appendix A may not reproduce clearly.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; *Crime Prevention; Elementary Secondary Education; Emergency Programs; *Guidelines; Information Dissemination; Information Networks; Postsecondary Education; Publicity; *Public Relations; *School Community Relationship; *School Safety; *School Security
IDENTIFIERS- *National School Public Relations Association;

Principals of Leadership

This book is designed to enable school administrators to actively participate in planning and implementing school safety and public relations activities. It provides a conceptual framework of the public relations process and shows its practical application to the problems of school crime and student misbehavior, through discussion of school public relations practices, school safety issues, and specific public relations strategies and tactics to promote safe schools. Chapter 1, "Engineering Consent," is a newly revised version of Edward L. Bernays' 1947 eight-point plan for developing a successful public relations program. Chapter 2, "School Public Relations," stresses reasons for building public confidence in schools and offers guidelines for developing a crisis communication plan and for working with the media. Chapter 3, "School Safety and Public Opinion," presents an overview of school safety concerns and the role of public relations in achieving quality education. Chapter 4, "101 School Safety Ideas," offers strategies based on current research conducted by the National School Safety Center (NCSS). Appendix A contains a 10-page reproduction of the 1986 "Principals of Leadership" series, a print media public service advertising campaign. Appendix B, a resource section, lists associations, government agencies and publications relating to education, public relations and school safety. (IW)

ED 273 009 EA 018 743

Flippo, Rona F.
An Update on the Ever Growing Momentum of Teacher Competency Testing.
PUB DATE- 86
NOTE- 11p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed.
School Law Update, 1986 (EA 018 725). A version of this paper was presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Minimum Competency Testing; *National Competency Tests; *Teacher Certification; *Teacher Education Programs; *Testing Problems; Test Results
IDENTIFIERS- Educational Testing Service; National Evaluation Systems; *Teacher Competency Testing

Teacher competency testing for the purpose of screening persons prior to state certification continues to be on the upswing in the United States. Many states have implemented paper-pencil tests, most of which were prepared by Educational Testing Service and National Evaluation Systems. Problem areas to consider when certification tests are used to mandate the quality of teacher education programs include: (1) A wedge can develop between the institution and the state department of education. (2) Teaching toward passing the test may occur when a university's instructional program is being evaluated. (3) Excellent programs are not necessarily reflected by test results. (4) Quality may not truly be improved. Requiring certification tests in hiring procedures includes these issues: (1) Shortages in certain teaching fields can develop where many candidates are not passing tests. (2) Certification complications can result, causing delay for applicants. (3) It is uncertain that, with the use of tests, more competent teachers will be hired. (4) Minorities and protected groups may be disproportionately screened from teaching. Testing programs do not necessarily create a positive national image for a state. Negative images can develop within a state when, for example, some institutions display better test performances than others. Recommendations include exploration and projection of issues and problems. If the decision is made to test, then it should be done "to the minimum." Twenty-seven references are included. (CJH)

ED 273 023 EA 018 757

Rossmiller, Richard A.
Achieving Equity and Effectiveness in Schooling.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Aug 86
NOTE- 21p.; Paper presented at the International Intervisitation Programme in Educational Administration (6th; Hawaii, August 10-14, 1986; Fiji, August 17-21, 1986; and New Zealand, August 24-29, 1986). Prepared at the National Center on Effective Secondary Schools, University of Wisconsin.
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Developing Nations; Educational Administration; Educational Equity (Finance); Educational Finance; Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Institutional Characteristics; Leadership; Management Development; *School Effectiveness

Equity in education first meant equal access to schools; in the early 20th Century it came to mean access to schools supported by equal resources; and more recently it has come to mean access to schools providing equally effective educational processes. Assertions that student achievement is affected more strongly by external factors than by education have led to research on effective schools. Among the variables found to affect student achievement have been school leadership, student body composition, emphasis on academics, classroom and time management, parental involvement, and staff development. These variables relate more closely to educational processes than to resources, suggesting that equality of access to processes is a significant concern. In less developed countries the effects of the variables affecting achievement are considerably modified by budgetary limitations and cultural differences, but the variables significant in developed countries also tend to be significant in less developed countries. The school effectiveness findings suggest that school level efforts to provide processes appropriate to the population should not be hampered by government policies aimed at equalizing resources, implementing change, or developing the staff. The research also suggests that improvements should be made in preparing administrators for effective school leadership. Seventy-six references are cited. (PGD)

ED 273 051 EA 018 798

Haughey, Margaret; Murphy, Peter J.
Extending Continuing Professional Education in an Era of Fiscal Constraint.
PUB DATE- May 84
NOTE- 14p.; Paper presented at the Learned Societies Conference, Annual Meeting of the Canadian Society for the Study of Education (Guelph, Ontario, Canada, June 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Distance Education; Educational Television; *Extension Education; Foreign Countries; Nontraditional Education; *Part Time Students; Postsecondary Education; *Professional Continuing Education; Telecourses
IDENTIFIERS- British Columbia; *University of Victoria BC

The demand for postsecondary education on a part-time basis has been rising rapidly in Canada, due in part to the growing need of students to maintain full-time employment and due also to increasing requests for continuing professional education. Since part-time students are often unable to attend regularly scheduled classes and may find frequent trips to the campus from their places of work impossible (particularly when they live in remote locations such as those of rural British Columbia), the universities must seek new ways of meeting these clients' needs. For effective delivery of professional continuing education, the ideal approach might be to cooperate with professional organizations to provide requested services, to develop new services based on the needs of the educational marketplace, and to assess potential learners' skills and knowledge to help identify the needs that exist. The Division of University Extension at the University of Victoria, British Columbia, has turned to distance education, satellite transmission of educational television, and telephone hookups to provide real time interaction between instructors and distant students. Costs are met in part by providing necessary supplementary printed materials only to those officially registered. (PGD)

ED 272 719 CE 044 823

New Trends. No. 7. Bulletin of CDCC Activities in "Adult Education and Community Development".

Council of Europe, Strasbourg (France).

PUB DATE- Aug 86
NOTE- 20p.; For related documents, see ED 264 425-429.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Development; *Cooperative Planning; *Cultural Exchange; Educational Needs; Educational Policy; Foreign Countries; Futures (of Society); Industrialization; Information Networks; *International Cooperation; *International Educational Exchange; Pilot Projects; Policy Formation; Postsecondary Education; Regional Cooperation; Unemployment; Urbanization
IDENTIFIERS- *Europe

This document gives a summary of the main results of a conference held in May, 1986 and entitled "Adult Education and Community Development--Challenge and Response." The Conference marked the end of the Council of Europe's Project No. 9, which considered adult education as a factor of cultural, social, and economic innovation in integrated local and regional development. The conference provided an opportunity to reiterate the goals of Project No. 9 with respect to chronic underdevelopment, unemployment, and the effects of rapid industrialization and urbanization on social and cultural values and to explain the principles of the cooperative monitoring method that was used in implementing the projects' 14 pilot projects. The importance of regarding adult and continuing education as a human right and a continuous process enabling individuals to acquire and deepen their knowledge and experience was stressed, and policymakers were urged to promote a spirit of initiative and the involvement of all in development action, to set up networks for the exchange of information and experience, to make collective self-learning possible through cross-fertilization and intercultural exchanges, and to continue the efforts begun during Project No. 9 to develop an international network of cooperation in adult education. The major activities of the conference are reviewed in a paper entitled "General Summary Report of the Conference" by Hugues de Jouvenel. A list of documents issued in the framework of Project 9 concludes the report. (MN)

ED 272 733 CE 044 849

Walker, Gary; And Others
An Independent Sector Assessment of the Job Training Partnership Act. Final Report: Program Year 1985.
Grinker Associates, Inc., New York, NY.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Commission for Employment Policy (DOL), Washington, D.C.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Jul 86
NOTE- 133p.
GRANT- 99-4-0794-50-325-02
AVAILABLE FROM- Grinker Associates, 130 West 42nd Street, Suite 801, New York, NY 10036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Economically Disadvantaged; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement
IDENTIFIERS- *Job Training Partnership Act 1982

This is the third and final report of a 2-year study analyzing implementation of Title II-A of the Job Training Partnership Act (JTPA) of 1982. Title II-A, which accounts for about 50 percent of the funds appropriated under JTPA, provides job training for the economically disadvantaged. The report is based on management information and direct observations from 25 local service delivery areas (SDAs) in 15 states, together with telephone interviews with key JTPA officials in a separate group of 32 SDAs. During the October 1983-June 1984 period of the study, the SDAs under study substantially outperformed the Federal standards regarding placement rates and cost per placement for adults and welfare recipients. Some 68 percent of adult enrollees obtained jobs, bettering the standard of 55 percent, as did 60 percent of welfare recipients, compared to a 39 percent standard. However, the average wage ae per adult placement of $4.80 fell below the Federal standard of $4.91. Moreover, the SDAs did not meet the Federal standards for positive terminations of youth, attaining 74 percent instead of the 82 percent called for. JTPA management practices generally led to a better public image for employment and training programs. However, SDAs were most likely to fund relatively simple and brief training programs and to have high-but-hidden administrative costs. The implementation of JTPA has resulted in an emphasis on helping those most likely to be employed to take the last few steps needed for placement. However, it has chosen to pay less attention to those who need the most help in finding work. The key role of business representatives resulted in more efficiency but removed attempts to help those most in need. (KC)

ED 272 907 CS 210 007

Grade 12 Diploma Examination, English 33. Part A: Written Response. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86
NOTE- 21p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this test on writing contains general instructions and three sections: (1) a personal response to an aspect of literature, (2) functional writing requiring a written response within a given situation or context, and (3) a response to visual communication requiring students to write about the main ideas in a cartoon and their personal reactions to it. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (SRT)

ED 272 924 CS 210 028

Charters, Jill; Gately, Anne
Drama Anytime.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-64-6
PUB DATE- Sep 86
NOTE- 96p.; Photographs may not reproduce well.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, PO Box 167, Rozelle, New South Wales 2039, Australia ($8.95 member, $10.95 nonmember--Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Drama; Dramatic Play; *Dramatics; Elementary Education; Foreign Countries; *Teaching Methods
IDENTIFIERS- Australia

Intended to help elementary school teachers find new and more varied ways of using drama--both for its own intrinsic value and as a school-wide teaching strategy--this publication examines the place of drama in the kindergarten through grade six curriculum. Following a rationale, the publication provides guidelines for planning a drama program and suggests a variety of approaches that teachers can use. Examples of activities in movement, role playing, improvisation, and performance are all included, and two case studies of teachers' classroom programing complete the guide. (HTH)

ED 272 938 CS 505 325

Wallmark, Michael
Back to Basics in Debate.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 326-327.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Critical Thinking; *Debate; *Decision Making; Definitions; High Schools; Judges; *Logical Thinking; *Persuasive Discourse; School Activities; Speech Communication
IDENTIFIERS- *Communicator Style

High school debate style should emphasize persuasion, information, and logic above other skills. Recent trends, such as excessive speed of delivery and excessive amounts of evidence used in debate, have tended to inhibit the effective acquisition of those skills for students. Potential methods for moderating speed and evidence use are not allowing judges to read evidence after a round except to settle ethical questions and having judges express their basic philosophies regarding judging and/or debate (including their thoughts on speed of delivery and evidence requirements) at the beginning of each round. (SRT)

ED 272 995   EA 018 729

Mawdsley, Ralph D.; Permuth, Steve
Plagiarism and Cheating.
PUB DATE- 86
NOTE- 16p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cheating; Discipline Policy; Due Process; Elementary Secondary Education; *Hearings; Higher Education; *Plagiarism; *School Law; *School Policy; School Responsibility; *Student Rights; Student School Relationship

Plagiarism and cheating can be defined as academic dishonesty and represent policy concerns among all levels of education. Such cases involve academic versus disciplinary decisions and the need to determine the student's understanding of the definition of plagiarism or cheating. This paper analyzes six legal issues raised in court cases and applies standards based on case law: (1) The issue regarding intent to deceive as a necessary element for academic dishonesty highlights the importance of understanding the legal relationship between an institution and its students. The student handbook should provide clear statements. (2) Written indication of cheating or plagiarism should be given, and a reasonable time to prepare defense is required. Procedural rights involve the issues of whether a protectable property or liberty right is at stake and the fact that plagiarism and cheating penalties are considered to be disciplinary. (3) Cross-examination is a right in all academic dishonesty cases. Questions directed to a chairperson during a hearing can minimize confusion. (4) Entitlement to a hearing is affected by student handbook provisions, but students have the opportunity to present and to contest evidence before a school officer. (5) A guilty finding in itself provides sufficient reason for discharge unless school rules require a written statement regarding the evidence supporting the finding. (6) An appeal process beyond the individual or committee that renders a decision should be provided. (CJH)

ED 272 691 CE 044 779

Barker, Linda Toms; And Others
Development of Performance Measures for Supported Employment Programs: Establishing Consensus about Recommended Data Items and Developing a Data Collection Strategy.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- National Inst. of Handicapped Research (ED),

Washington, DC.
PUB DATE- 31 Jul 86
NOTE- 68p.; For a related document, see CE 044 780.
CONTRACT- 300-85-0138
AVAILABLE FROM- Berkeley Planning Associates, 3200 Adeline Street, Berkeley, CA 94703 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Client Characteristics (Human Services); Counseling Objectives; Data Analysis; *Data Collection; Employment Level; Employment Opportunities; *Employment Services; *Evaluation Criteria; Evaluation Methods; Federal Programs; Financial Support; Mainstreaming; *Performance Factors; Program Effectiveness; Program Evaluation; Program Improvement; Quality of Life; *Severe Disabilities; State Programs; Work Environment
IDENTIFIERS- *Consensus; *Supported Work Programs

This guide, which is based on a 12-month study that examined the feasibility of and procedures for evaluating federal, state, and local supported employment programs for individuals with severe disabilities, discusses recommended data items and measures and presents guidelines for developing a data collection strategy and implementation plan. Examined in the first part of the guide are measures for assessing the following aspects of supported employment programs: employment outcomes, quality of employment, worksite integration, ongoing support, quality of life, participant characteristics, systems change, and program costs. The basic building block required for analysis of most of these topics is the collection and recording of basic client-level data by supported employment projects around the country on program participants, services provided, and outcomes experienced by clients. The issue of consistency versus variation as it applies to developing a data collection strategy and implementation plan is discussed. The questions of who collects data, maintains a client-level database, aggregates the data and generates summary reporting measures, and analyzes the data are addressed. Also covered are timing issues and perspectives on project and state accountability. An appendix contains the current Office of Special Education and Rehabilitation Services definition of supported employment. (MN)

ED 272 704 CE 044 801

Green, James S.; And Others

Television Equipment Specialist (AFSC 30455).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 80
NOTE- 1,192p.
LANGUAGE- English
EDRS Price - MF09/PC48 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Correspondence Study; *Electronic Equipment; *Electronics; Learning Activities; Military Personnel; *Military Training; On the Job Training; Postsecondary Education; Repair; Technical Education; *Television; *Television Radio Repairers
IDENTIFIERS- *Air Force; Military Curriculm Project

This document contains the six volumes of an Air Force correspondence course in television equipment repair. Each volume consists of student learning objectives, information, exercises, answers to exercises, and in some volumes, review modules on related topics. A volume review exercise is included for each volume. The first volume provides general information on on-the-job training, security, television equipment safety, Air Force publications, supervision, and maintenance management. The second volume contains a review and discussion of electrical and advanced electronic principles applicable to television repair. The third volume is a refresher course in maintaining television systems. It covers electronic test equipment and general shop practices. The fourth volume covers the principles and maintenance of television systems, while the fifth volume covers the principles and maintenance of videotape recorders, television transmission, and receiver/monitors. The final volume covers the principles of systems maintenance . A glossary of terms and foldout diagrams are included. (KC)

Greene, Maxine

Toward Possibility: Expanding the Range of Literacy.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational History; Educational Philosophy; Foundations of Education; General Education; *Higher Education; *Liberal Arts; Liberalism; *Literacy; *Literacy Education; Role of Education; *Semiotics
IDENTIFIERS- *Cultural Literacy

Signs or signifiers, composing what Lacan in 1968 called the "symbolic order," provide a means for making sense of the world and form a network enabling the human mind to form concepts. The signifier "literacy," for example, is often taken to refer to a fixed, isolatable concept, but this term would not be intelligible were it not for its relationship to other terms such as "language" and "education." Literacy, liberal education, higher learning, and similar terms should not be conceived as single or fixed ideas and should not be dissociated from the conversation of both scholars and ordinary people. There is a danger in permitting someone else to fix references for terms like "liberal learning," "higher learning," or "cultural literacy." If the dialogue concerning these terms is open, broader literacy--the kind required for speech and action--can be gained. (SRT)

ED 272 861 CS 209 655

Johns, Lee; And Others
Think Tank Synthesis: Bridging the Gap between College Writing Courses and Real World Writing.
PUB DATE- Mar 86
NOTE- 4p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Business English; Consultants; *Educational Needs; Education Work Relationship; Higher Education; *Job Skills; Personnel Needs; *Technical Writing; *Writing Instruction

A continuing problem confronting businesses is the number of college graduates unprepared to write on the job because their communication abilities are meager and their knowledge of the many kinds of writing they must do in the workplace is incomplete. Causes of the gap between college writing instruction and the writing demands in the workplace may be due to the academic institution (including teaching writing before students are sufficiently mature and teaching with models inappropriate for business writing), the writing instructor (including emphasis on product rather than the process and little expertise in writing instruction), and the students (including seeking simplistic writing formulas, low motivation, and lack of vision beyond college). Several schools have responded to the plea for better and more appropriate writing instruction. Among the features of the more successful programs are required writing courses across the curriculum, writing internships with real businesses, the use of consultants to improve content faculty writing and to emphasize the importance of good writing on the job, and limiting enrollment in writing courses with emphasis on collaborative learning and peer evaluation. Activities organized by the Conference on College Composition and Communication (CCCC) of the National Council of Teachers of English to focus national attention on the aims of business and college writing communities include scheduling "real life" workshops that bring business and academic people together, fostering consulting activities, and devoting more CCCC sessions and publications to the work of the professional writing consultant. (EL)

ED 272 876 CS 209 929

Kagel, Richard; Billings, LeRoy D.
Do Finished Television Commercials Test More Effectively Than Slide Show Storyboard Television Commercials: An Experimental Copy Test.

PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; Evaluation; *Mass Media Effects; *Media Research; Merchandising; *Television Commercials
IDENTIFIERS- *Advertising Effectiveness

A study was conducted to investigate the theory that the more finished a television commercial is when tested, the more soundly it can be evaluated. In an experimental design for a health maintenance organization, four commercials were tested in both storyboard slide show and finished commercial formats in a controlled laboratory environment. Results revealed no significant differences in the effectiveness of the two formats. This finding indicates that advertisers do not benefit their campaign evaluation by undergoing the expense of producing the commercials for testing. (DF)

ED 272 662 CE 043 037

Van Valkenburgh, Nancy
The ABE Student Resume: An Alternative to Job Applications.
TECHNIQUES.
PUB DATE- Nov 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Adult Basic Education; *Adults; *Disabilities; Employment Qualifications; *Job Applicants; Job Application; *Resumes (Personal)

An alternative to job applications--and one that can turn an individual's deficits or disabilities into assets--is a personal resume. The adult basic education teacher can assist the student in developing a personal resume and suggest the most effective methods for using it. The informal resume used at the Rappahannock Rehabilitation Facility, Fredericksburg, Virginia, follows this format: name, address, personal data (birthdate, marital status, number of children), telephone number, social security number, health, occupational goal, skills, education, experience, and references. A personal resume is more flexible than a job application. The individual can choose how best to present job interests and skills; the presentation can be tailored to meet the needs of a specific company; and a description of an individual's interests and abilities may stimulate an employer to create a position to fill a previously unmet need. A significant advantage of a personal resume lies in its potential to explain a disability or deficit in positive terms. (YLB)

ED 272 678 CE 044 614

Shahnasarian, Michael; Peterson, Gary W.

Use of Computer Assisted Career Guidance with Prior Cognitive Structuring. Technical Report Number 3.

Florida State Univ., Tallahassee. Clearinghouse for Computer-Assisted Guidance Systems.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 86
NOTE- 17p.; Funds provided through Project LEARN.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; *Career Choice; *Career Counseling; Career Guidance; *Cognitive Restructuring; Cognitive Structures; *Computer Oriented Programs; Models; Postsecondary Education; *Vocational Interests
IDENTIFIERS- *Computer Assisted Guidance; DISCOVER System

Cognitive structuring was implemented by showing 30 subjects a 10-minute videotape that presented Holland's (1985) model of the world of work before they used an interactive computer-assisted guidance system (DISCOVER). The effect of prior structuring was assessed in terms of a subject's representation of the world of work, occupational certainty, and vocational identity. The subjects were 90 volunteer clients who came to a university career resource center for vocational counseling. Two treatment groups and a control group were used: pretest, cognitive structuring, and DISCOVER; pretest and DISCOVER; and DISCOVER only. The results indicated that subjects who assimilated the Holland model prior to using DISCOVER were more homogeneous in sorting 36 randomly selected occupations into related clusters and were more homogeneous in the number of occupational alternatives they listed on a posttest. Subjects who used DISCOVER without cognitive structuring became significantly more assured of their vocational identity (i.e., goals, interests, personality), while the cognitive structuring group did not become so assured. Occupational certainty was unaffected by any treatment. The cognitive structuring experience prior to subjects' use of DISCOVER encouraged them to add occupations to consider when they had few alternatives and to eliminate occupations to consider when they had many. The use of cognitive structuring and DISCOVER may therefore prove useful in vocational counseling of adults, although more research is needed. (Author/KC)

Evaluate Your Vocational Program. Second Edition. Module A-11 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-089606-234-1
PUB DATE- 86
NOTE- 58p.; For related modules, see ED 269 616 and CE 044 827.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Competency Based Teacher Education; Data Collection; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Information Dissemination; Learning Activities; Learning Modules; Postsecondary Education; *Program Evaluation; Records (Forms); Tables (Data); *Technical Writing; *Vocational Education; Vocational Education Teachers; Writing Skills

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with developing a plan for evaluating a vocational program, performing a program evaluation, and developing a final evaluation report. Addressed in the individual learning experiences included in the module are the following topics: evaluating local vocational programs (the nature of program evaluation, key elements in a program evaluation model, and special evaluation concerns); development of and elements in a local program evaluation plan (description of the situation, statement of the evaluation philosophy and objectives, responsibilities, evaluation activities, limitations of the study, a schedule of activities, a statement of reporting procedures, and a summary of dissemination methods and plans for implementation); and preparation of the final report (presentation of data in text, tables, and figures; formulation of findings, conclusions, and recommendations; and distribution of the final report). Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

Income Tax Reform and Agriculture: A Symposium.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 86
NOTE- 61p.; Colored ink may affect reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agricultural Education; *Agriculture; Farmers; *Finance Reform; *Public Policy; *Resource Allocation; *Taxes; Vocational Education
IDENTIFIERS- *Income Taxes

Five papers are provided from a symposium organized to present several economic studies relating to income tax structure and reform in agriculture. "Toward an Optimal Income Tax Policy for Southern and U.S. Agriculture" (Harold F. Breimyer) is a structured argument for comprehensive tax reform that increases the equity of the income tax system among farmers. "A Comparison of Effects of the Current Tax Law through the Tax Reform Act of 1984 and the 1985 Proposed Tax Act on Commercial Farms in Texas, Mississippi, and Illinois" (Clair J. Nixon, James W. Richardson) presents a mathematical programming model of farms representing southern and midwestern agriculture. "Tax and Agricultural Policy: Interlinkages and Reform" (Kenneth Baum, et al.) provides a comprehensive examination of tax policy and commodity policy interrelationships. "Farmer Preferences for Tax Reform Issues Using Multi-Chotomous Logit Analysis" (Daniel M. Otto, Gregory D. Hanson) presents a large survey of farmer attitudes toward tax reform and tax policy effects in agriculture. "Effects of Income Tax Reform on Agriculture: Review and New Evidence" (Sermin D. Hardesty, Hoy F. Carman) evaluates symposium findings within the context of research regarding agricultural response to changing income tax law. (YLB)

ED 272 790 CG 019 273

Comrie, Matthew D.
Narcissism: Issues of Definition, Assessment, and Diagnosis.
PUB DATE- Aug 86
NOTE- 48p.; Research paper for Doctor of Psychology degree, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Clinical Diagnosis; *Evaluation Criteria; Evaluation Methods; *Mental Disorders; *Personality Measures; *Personality Problems
IDENTIFIERS- *Narcissism

The psychological construct of narcissism and the diagnostic label Narcissistic Personality Disorder (NPD) have gained considerable attention in the literature in recent years, leading to the addition of the diagnostic category for NPD in the Diagnostic Statistical Manual of Mental Disorders (DSM III) (1980). The DSM III diagnostic criteria, although not based on empirical studies, have provided a means for more reliable diagnosis among clinicians, and for furthering empirical validation of the construct. Studies have been conducted using a number of assessment instruments, including both objective and projective tests. The Narcissistic Personality Inventory (Raskin and Hall, 1979) is based on DSM III criteria, and has provided a very useful measure for empirical research. Although many questions remain unanswered, the findings do support the view that narcissism is a multidimensional construct rather than a single trait; that narcissism is ubiquitous and only becomes pathological when existing in greater than normal degrees; and that different forms of narcissism may exist depending on whether it results from deprivation or overvaluation. (Author/NB)

ED 272 804 CG 019 287

Martin, Joanne; Meyerson, Debra
Organizational Cultures and the Denial, Channeling, and Acceptance of Ambiguity. Research Report No. 807R.
PUB DATE- Jul 86
NOTE- 44p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Best Copy Available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; *Culture; *Organizational Theories; *Organizations (Groups)
IDENTIFIERS- *Organizational Culture

This document explores the relationship between ambiguity and the ambiguous concept of culture which is of fundamental interest to organizational culture researchers. After an overview of the topic, a matrix framework for understanding different approaches to studying cultures is presented. The matrix framework is used to contrast two paradigms that have dominated organizational culture research to date. In the second half of the document, the concepts of cultural harmony and conflict are introduced and contrasted to ambiguity. The treatment of ambiguity is shown to be a key to understanding the differences between these first two paradigms. It is noted that ambiguity also points to a blindspot, an essential third paradigm as yet unexplored by organizational cultural researchers. A way out of the dilemma caused by the existence of these competing paradigms is offered. The resulting consolidation presented bridges an apparent lack of paradigmatic measurability and offers insights unavailable to any paradigm by itself. Five pages of references are included. (ABL)

ED 272 892 CS 209 981

Hagemann, Julie Ann
Confucius Say: Naming as Social Code in Ancient China.
PUB DATE- 19 May 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancient History; Chinese; Chinese Culture; *Confucianism; Foreign Countries; *Language Attitudes; Language Usage; Moral Values; Philosophy; Political Socialization; *Social Behavior; *Social Control; Socialization; Social Values; Sociolinguistics
IDENTIFIERS- China; *Confucius; *Names

Confucius (551-479 B.C.) believed in the power of language to regulate society. Concerned about civil war and the moral and social decay of his time, he advocated a peaceful society with a mild and moderate form of law and order and with an emphasis on the well-being of individuals through compassion, kindness, and justice. This form of law consisted of learning a set of names and corresponding duties that became a social code. For him, language was a system of names of titles that gave a man his definite status in society and defined his relationship with others. Language learning was both the skill of applying the correct name to the reality of the situation and the motivation to act accordingly. Confucius concentrated on both filial and political names and inherent relationships. One was expected to know the duties and to fulfill them, to meet the standard and thereby earn the name. When the standard was not met, the title was stripped and the name was changed or rectified to fit the true situation. Thus a name reflected desired or abhorred attitudes, allowed or forbidden actions. Confucius believed that these rules and names had the power to regulate the lives of millions of people for thousands of years, and indeed they have pervaded every aspect of Chinese society, possibly because the system was backed by the ruling class and perpetuated the existing social structure, but most of all because of the code's inherent democracy. Confucianists accept such a code because it promotes their individual and social interest. (HOD)

ED 272 925 CS 210 034

Olasky, Marvin N.
When World Views Collide: Journalists and the Great Monkey Trial.

PUB DATE- 6 Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creationism; Ethics; *Evolution; Freedom of Speech; Journalism; Moral Values; *Newspapers; *News Reporting; *Press Opinion
IDENTIFIERS- Journalism History; *Objectivity; *Scopes Trial

The Scopes trial of 1925 drew many reporters to Dayton, Tennessee, to report on what they expected would be the final blow to ignorant fundamentalism. They came with many preconceived notions about Dayton, the people of Dayton, William Jennings Bryan, and creationism. Close examination of pretrial, trial, and posttrial coverage in eight newspapers--the "New York Times," "New York American," "Chicago Tribune," "Washington Post," "Baltimore Sun," "Los Angeles Times," "Arkansas Gazette," and "Atlanta Constitution"--revealed that most reporters presupposed evolution as a scientific fact, the residents of Dayton as ignorant, and the Bible as highly errant. In reality, pro-evolution books were readily available in Dayton, while the key issue in the trial for Tennesseans was not free speech, but rather parental control over school curricula. The anti-evolution bill was seen as a way to forbid proselytizing for an as yet unproven evolutionary faith. The journalists covering the trial rarely tried to explain the complexity of the situation and the issue. The result was highly biased trial coverage that depicted Bryan as an inept prosecutor who saw himself as a type of Old Testament crusader. In general, the reporters who praised open-mindedness in their writing were themselves closed-minded when confronted with a world view opposed to their own. They incorrectly portrayed the evolution-creation debate as a battle between intelligence and stupidity and, as a result, the stereotypes they created persist today. (SRT)

ED 272 939 CS 505 326

Frana, Adrian W.

Information Processing in High School Debate: A Superior Emphasis.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the National Forensic League Conference on the State of Debate (Kansas City, MO, August 8-10, 1985). For related documents, see CS 505 325-327.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Critical Thinking; *Debate; *Decision Making; Definitions; High Schools; *Logical Thinking; *Persuasive Discourse; School Activities; *Speech Communication
IDENTIFIERS- *Communicator Style

The style of high school debate should emphasize information processing above all other skills. Debate, as an intellectual educational activity with a basis in scholarship, is not an end in itself but a means to the acquisition and refinement of useful skills that deal with reflective thinking and critical decision making, on both personal and public bases. Information processing, as a skill of debate, refers to a manner of arguing that emphasizes the use of research on a question and to argumentation that stresses analysis and supporting data. It is also decision making based on the primacy of information, along with its interpretation and communication, and on reasoned discourse leading to reflective judgments and critical decision making. As a skill in debate, information processing involves conducting research, drawing upon analysis, and advocating a position based on both of these activities. The paper concludes with a discussion of six ways in which the debate community, especially judges and coaches, can ensure that debate can fulfill its primary function of providing maximum benefit to students. (SRT)

ED 272 953 CS 505 342

Hensley, Wayne E.
Height as a Basis for Interpersonal Attraction.
PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Body Height; Body Image; Comparative Analysis; *Dating (Social); Emotional Response; Females; *Interpersonal Attraction; Interpersonal Communication; Interpersonal Relationship; Males; Physical Characteristics; Social Life

Based on the observation that taller males seem to have an advantage in date/mate selection, a study investigated the role that height plays in the choice of a partner. Subjects, 594 student volunteers from communication classes at a large Mid-Atlantic university, completed a questionnaire designed to assess such factors as respondent sex, present relationship status, and height preference for an ideal partner. Results indicated that while people may prefer an ideal partnership in which the male is two or three inches taller than the female, they frequently compromise with relationships in which the height differences are less or greater than two or three inches. However, people still tend to prefer that the male be taller than the female. Height did not appear to be a significant advantage or disadvantage for women, but it did appear that being taller is a social advantage for men. (DF)

ED 273 038 EA 018 775

Rapp, James A.; And Others

School Crime & Violence: Victims' Rights.

National School Safety Center, Sacramento, CA.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
REPORT NO.- ISBN-0-932612-15-6
PUB DATE- 86
NOTE- 117p.
GRANT- 85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Check Lists; Constitutional Law; *Court Litigation; Crime; Crime Prevention; Elementary Secondary Education; Legal Problems; *Legal Responsibility; Postsecondary Education; *School Law; State Legislation; Student Rights; Torts; *Victims of Crime; Violence
IDENTIFIERS- California; Governmental Immunity; *Victims Rights

The rights of victims of crime or violence in school settings are analyzed in this book. The first chapter looks at the scope of the problem and outlines the rights already established for those accused of crimes. The second chapter focuses on efforts to make educational environments safe, including a 1982 amendment to the California Constitution. The growth of the victims' rights movement since the 1970's is reviewed in chapter 3. The fourth chapter discusses victims' rights litigation and provides a checklist for assessing litigability in individual cases. Three main classifications of victims' rights litigation are differentiated in chapter 5--lawsuits by victims against perpetrators, by perpetrators against victims, and by victims against third parties. Chapter 6 considers schools as defendants in victims' rights litigation, and reviews various types of immunity. The seventh chapter examines claims involving schools' failure to protect against or prevent crimes by nonstudents, and the eighth chapter analyzes such claims involving crimes by students. Chapter 9 reviews the roles of schools, students, parents, and others in creating safe schools, and provides a checklist of steps to take. Lists of relevant legal citations and state and federal laws and regulations are appended. (PGD)

ED 272 776 CG 019 259

Schlesinger, Stephen E.

The Prediction of Violence in the Execution of Social Policies: What's the Next Step?

PUB DATE- 30 Aug 83
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Aggression; *Emotional Response; Evaluation Criteria; Evaluation Methods; Personality Traits; *Prediction; Predictor Variables; Psychological Patterns; Psychologists; *Violence

Many social policies rely on assessments of violence potential in their implementation. Decisions concerning such civil matters as involuntary institutionalization and level of institutional custody, and criminal matters such as type or length of sentence and the granting of bail often rely on estimates of the potential that an individual will be violent in the future. Unfortunately, the prediction of violence is a difficult task and predictions are often found to be inaccurate. Research on the prediction of juvenile violence has identified a number of "postdictors" of violent behavior. It is questionable whether those criteria can be applied accurately to the prediction of violent behavior. Practicing psychologists and psychiatrists (N=64) were asked about the procedures they followed when making assessments of violence potential. The majority of respondents (78%) reported an evaluation of past assaultive behavior to be principle variable used in making assessments of future assaultive potential. This finding suggests that clinicians are using the most current knowledge about predictions. Perhaps conclusions about an individual's potential for violence should be re-framed from an absolute "yes" or "no" statement to an estimate of the probability that the particular individual will become violent in a given set of circumstances within a specified period of time. Although the imperfections in the ability to predict violence may result in injustice, some degree of injustice may not invalidate the policies which caused it. (NB)

ED 272 818 CG 019 301

The Long-Term Care Ombudsman Program: A Decade of Service to the Institutionalized Elderly. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (September 10, 1985).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-537
PUB DATE- 86
NOTE- 154p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Hearings; *Institutionalized Persons; *Nursing Homes; *Older Adults; *Ombudsmen
IDENTIFIERS- Congress 99th; Long Term Care; *Older Americans Act 1965

Text of a Congressional hearing examining the 10-year-old Long-Term-Care Ombudsman Program funded under the Older Americans Act is presented in this document. Opening remarks are given by Representatives Wyden, Snowe, Biaggi, and Robinson. Witnesses testifying include: (1) Michio Suzuki, Associate Commissioner, Office of State and Tribal Programs, Administration on Aging; (2) Charlotte Rosenfield, daughter-in-law of a long-term care facility resident; (3) Janet Tulloch, long-term care facility resident; (4) Arthur Flemming, former U.S. Commissioner on Aging, and father of the Ombudsman Program; (5) Shirley A. Ellis, director of ombudsman services, Wisconsin Board on Aging and Long-Term Care; (6) Jim Varpness, president, National Association of State Long-Term Care Ombudsman Programs and Minnesota State Ombudsman; (7) Julie Trocchio, director, delivery of services, American Health Care Association; (8) Elma L. Holder, executive director, National Citizens' Coalition for Nursing Home Reform; and (9) Wilda Ferguson, commissioner, Virginia Department on Aging and first vice president of National Association of State Units on Aging. Appendices include additional relevant material submitted for the record consisting of statements, letters, and reports. (ABL)

ED 272 832 CG 019 316

Zachow, Kathleen; Carter, Gary
Counseling Survey: Crook County Middle School.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Age Differences; Family Relationship; Friendship; Futures (of Society); Intermediate Grades; Junior High Schools; *Middle Schools; Personality; Physical Development; *School Counseling; Sex Differences; *Student Attitudes; *Student Needs

This paper reports the results of a counseling survey completed by 523 middle school students at Crook County Middle School, Prineville, Oregon, to provide data regarding student concerns in the areas of health and growth, personality, school, home and family, friends, and the future. Results are reported for each of the six categories by grade (sixth, seventh, or eighth), sex, and class. Class concerns given are the total scores for boys and girls in a grade. The top concerns for each division are listed, similarities and differences in concerns for grade and sex are noted, and comments are included for each category. Findings are presented showing that differences between sexes or grades were not significant and that major concerns reported were: (1) appearance, weight, and physical development (health and growth); (2) mistakes made, temper, and not being smart enough (personality); (3) getting poor grades/not passing (school); (4) communications and independence issues (home and family); (5) clothes, having a boy/girl friend, and being bored (friends); and (6) how to earn money, nuclear war, what to do after high school, and what to be in adulthood (future). The 10 items of least concern to students and the 10 items of most concern are listed and five recommendations based on these findings are suggested. The counseling survey is included. (NB)

ED 272 847 CS 008 513

Weiss, Maria J.
Basal Reading Readiness Programs: What Are They Really Teaching?
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (12th, Reno, NV, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; *Beginning Reading; Content Analysis; Educational Objectives; Evaluation Criteria; Listening Comprehension; Oral Language; Primary Education; Program Evaluation; *Reading Readiness; *Reading Research; *Reading Skills; Textbook Evaluation; Vocabulary Development; Writing Exercises
Six eclectic basal readers were evaluated to determine what basal readiness programs are teaching kindergarten and early first grade children. Each lesson was analyzed to discover the main purpose of instruction as stated in an objective or skill and the actual requirements placed upon the child during instruction. Using the recommendations from "Becoming a Nation of Readers" (Anderson, 1984), lessons and objectives were categorized as either positive program aspects--oral language and listening, letter recognition, sound/symbol association and sight vocabulary, and writing experiences--or negative aspects--fine motor skills; colors, shapes, and numbers; excessive handwriting; and perceptual training. Analysis revealed that while some series included only a few or no negative program aspects, they had overemphasized one aspect, especially letter recognition and sound/symbol associations. All programs lacked a balance among positive aspects. The following recommendations are based on this analysis: (1) basal reading readiness programs should include writing experiences, (2) oral language activities should be used to a larger degree, (3) listening comprehension development should be a major part of reading readiness programs, and (4) metalanguage should be taught through such informal methods as labeling objects in the classroom and continually exposing children to print. (HOD)

ED 272 877 CS 209 934

Tipton, Leonard; And Others
Recruiting Blacks into Journalism.
PUB DATE- Aug 86
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Attitudes; Black Education; *Black Employment; *Black Students; Higher Education; High Schools; *Journalism Education; Mass Media; *News Media; *Newspapers; Recruitment; *Student Recruitment

Despite significant progress in the recruitment of black journalists, adequate representation of blacks in newsrooms remains an acute concern. The results of (1) statistical monitoring by organizations such as the Newspaper Fund, (2) searching of trade press and academic journal articles for insights into the problem, (3) an open-ended questionnaire mailed to administrators of 22 journalism programs with a substantial percentage of black students, and (4) focus group interviews with black undergraduate mass communication majors at the University of Florida revealed that while the journalism profession can be justifiably proud of its commitment to black parity in hiring, progress toward that goal will not be easy. Low interest by blacks is often attributed to beliefs that newspaper work has little credibility or trust among blacks, that low pay is a deterrent, and that writing difficulties keep young blacks from considering careers in journalism. But the importance of these reasons seems to be overestimated. While the prestige and reputation of the journalism school are important in fostering an interest in a newspaper career, newspapers and journalism schools must also make better use of black journalists as role models for students deciding upon a career and begin their recruitment at the high school level. Since leadership in the area of minority recruitment is coming primarily from the industry, rather than from journalism education, educators must become more aggressive and committed to goals of black parity. A seven-page reference list is appended. (SRT)

ED 272 908 CS 210 008

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Readings Booklet. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86
NOTE- 32p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: "How to Set a World Record" (William Allen); "Andy Shaw" (Alden Nowlan); "Read It Over Slowly, Twice" (Glen Bontje); and excerpt from "Trifles" (Susan Glaspell); "In a Season of Calm Weather" (Ray Bradbury); "Wayman in the Workforce: Actively Seeking Employment" (Tom Wayman); an excerpt from "The Women" (Clare Boothe); "The Bird and the Machine" (Loren Eiseley); a letter that the student evaluates; and a letter and pamphlets about which the student answers questions. (SRT)

ED 272 968 EA 018 684

Marshall, Catherine

From Culturally Defined to Self-Defined: Career Stages of Women Administrators.

PUB DATE- Nov 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; Affirmative Action; *Career Development; *Educational Administration; Elementary Secondary Education; *Informal Organization; *Organizational Climate; Sex Discrimination; *Women Faculty
IDENTIFIERS- *Women Administrators

Women's participation in school administration is low and actually declining, despite legislation, affirmative action, and special programs. This article views the research guiding educational policy as useful, but concerned with ancillary issues. After a literature review of sex discrimination, administrator gender differences, role conflicts, and norms favoring men, this article addresses the informal criteria and organizational processes that favor men and hinder women. It describes a retrospective, ethnographic study of 25 women in educational administration careers. Data analysis reveals three career development stages. Women administrators begin as culturally defined, molding identities, behaviors, attitudes, and choices according to society's expectations. (In a school environment, this means women remain teachers, and administrators are male.) If women teachers develop supports and incentives, they may pass through transition (a difficult resocialization process) and eventually become self-defined, competent, and placed in higher administrative positions. Analyzing women's careers according to organizational socialization theory provides useful perspectives for rethinking assumptions and formulating new questions. Besides showing women where the informal barriers lie, this theory shows policymakers and university-based educators what structures need alteration. Appended are 34 reference notes. (HLM)

ED 272 982 EA 018 709

Behr, Merlyn J.
Center for the Study of Learning. Final Report.
Northern Illinois Univ., De Kalb.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 7 Oct 85
NOTE- 32p.
GRANT- NIE-G-85-7114
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Information Dissemination; Learning; *Learning Theories; *Program Development; *Research and Development Centers
IDENTIFIERS- *Center for the Study of Learning IL; Northern Illinois University

This report describes the conceptualization and planning for the Center for the Study of Learning at Northern Illinois University.

The center's mission is to provide an institutional setting for the discovery, synthesis, and dissemination of knowledge about learning in three subject areas: mathematics, sciences, and social studies. The report first describes the original planning for the project. The paper then outlines 13 specific research and development projects designed to further construction and application of a theory of knowledge representation in the 3 subject areas. The activities, governance, resources, and evaluation plan for the center are covered next. The report then clarifies the center's eight project goals: (1) studying the learning process, (2) involving practitioners, (3) developing instructional materials, (4) influencing policy, (5) considering the needs of handicapped learners, (6) studying learning issues affecting minorities, (7) collaborating with other centers, and (8) disseminating research results and materials. The report concludes with a review of the center's program; its strategies for research, development, dissemination, and collaboration; and its long range plans. Appended to the report is "Knowledge Representation: A Foundation for Educational Research and Practice," a paper clarifying the theoretical base for the center's work. Twenty-eight references are cited. (PGD)

ED 272 996 EA 018 730

Mondschein, Eric S.; Greene, Loel L.
Sexual Harassment in Employment and Educational Practices.

PUB DATE- 86
NOTE- 17p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Civil Rights; Court Litigation; Elementary Secondary Education; Employed Women; Employment Practices; *Equal Opportunities (Jobs); *Federal Legislation; Females; Government School Relationship; Legal Responsibility; School Personnel; School Policy; *Sex Discrimination; *Sexual Harassment; Women Faculty

IDENTIFIERS- *Civil Rights Act 1964 Title VII; Supreme Court; *Title IX Education Amendments 1972

This chapter examines statutory and case law concerning sexual harassment in employment and education practices, recommends policies for prevention, and suggests strategies to resolve complaints. Title VII of the Civil Rights Act of 1964 is the principal federal legislation granting protection from employment discrimination; it is enforced by the Equal Employment Opportunity Commission. The dismissal of "Barnes v. Train" and "Corne v. Bausch and Lomb, Inc." in 1974 illustrates district courts' early reluctance to find sexual harassment a violation of Title VII. Courts have generally reversed this position. The Supreme Court resolved the controversial application of Title IX of the Education Amendments of 1972 in the 1982 "North Haven Board of Education v. Bell" decision, by holding that Title IX does prohibit sex discrimination in any educational endeavor receiving federal financial assistance; this action has given employees of educational institutions and students a clear avenue of redress under Title IX. The chapter presents a sample policy for school districts that includes definitive and procedural statements. Employers should establish awareness programs for employees and students on responsibilities and legal requirements. Employers should use proper investigative procedures in the event of a complaint. Individuals must be assured that their complaints will receive full attention. (CJH)

ED 273 010 EA 018 744

Reutter, E. Edmund, Jr.
Keeping "Education" in Education Law.
PUB DATE- 86
NOTE- 10p.; In: Jones, Thomas N., Ed. and Semler, Darel P., Ed. School Law Update, 1986 (EA 018 725). Paper presented at the National Organization on Legal Problems of Education Convention (Chicago, IL, Nov 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collective Bargaining; *Conflict Resolution; Court Litigation; *Educational Change; Elementary Secondary Education; Government School Relationship; *Instructional Leadership; *Law Related Education; *Legal Problems; Legal Responsibility; *School Law
IDENTIFIERS- National Organization on Legal Problems of Educ

Education must be served by education law. This chapter analyzes determinants to education law and recommends that corrective inquiry begin with the National Organization on Legal Problems of Education (NOLPE). Special interest advocacy groups can be deterrents to education law. For example, the Supreme Court made contradictory decisions in 1982 and 1984 regarding the related services provision of the Education for All Handicapped Children Act. Decisions against school boards over racial segregation from 1954-72 indicated boards' neglect of education during litigation.

The Supreme Court has expressed respect for boards as policy-makers, however. Much litigation can be avoided by clarifying codified law, such as the wording problems found in most outdated compulsory education statutes. Collective bargaining is not conducive to education, with its confrontational approach and tradeoff methodology. Federal and state bodies tend to prescribe details of operation to local school authorities, which hampers adaptations and results in lawsuits. The gravest challenges lie in dispute resolution. Mediation and conciliation should be employed because many educational conflicts need solutions, not victories. (CJH)

ED 273 024 EA 018 758

Spencerport Central Schools More Effective Schools/Teaching Project Documents.

Spencerport Central Schools, N.Y.

PUB DATE- 17 Jul 86

NOTE- 395p.; For individual sections, see EA 018 759-767. Portions of this document may reproduce poorly.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)

DESCRIPTORS- Academic Standards; Annual Reports; *Change Strategies; Cooperative Planning; Definitions; *Educational Change; Elementary Secondary Education; Factor Analysis; Instructional Leadership; Minimum Competencies; Minimum Competency Testing; Needs Assessment;

*Program Development; *Program Implementation; *School Effectiveness; Teacher Effectiveness

IDENTIFIERS- Disaggregated Analysis; Effective Schools Project; *Effective Schools Research; New York (Spencerport)

During the 1982-83 school year the Spencerport (New York) Central School District began a comprehensive project to study the effective schools research and its implications at all levels of a suburban school system. A leadership planning team (consisting of teachers, principals, and district personnel) participated in a series of workshops and submitted a districtwide master plan to the superintendent and board of education. Each school then developed its own action plan based upon results of a disaggregated analysis of student achievement and a needs assessment profile of the building. These plans were implemented during the school years 1983-84 and 1984-85. This nine-part collection of documents produced during the years of the Spencerport project includes the following titles: "Report of the Leadership Planning Team to the Superintendent of Schools, June 13, 1983"; "Conducting an Effective Schools Program," a paper by Robert E. Sudlow; "Second Overview, July 1984"; "First Annual Report, October 1984"; "Executive Summary of the First Annual Report" (Robert E. Sudlow); "Effective Schools: Annotated Bibliography"; "What Is an Effective School?" (Robert E. Sudlow); "Second Annual Report, September 1985"; and "Executive Summary of the Second Annual Report" (Robert E. Sudlow). (IW)

ED 273 052 EA 018 800

Jennings, John F.
Improving American Schools: A National Perspective.
PUB DATE- 16 Feb 86
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Orlando, FL, February 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; Educational Finance; Educational History; Educational Vouchers; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Legislation; Government Role; *Politics of Education; Postsecondary Education; Tax Credits; Tuition
IDENTIFIERS- Gramm Rudman Hollings Balanced Budget Amendment; *Reagan Administration

Although the amount of federal aid available directly to secondary schools is small, cutbacks in federal aid can have a significant impact on secondary education because several direct aid programs receiving major funding from federal sources affect secondary education indirectly. All education is also affected by federal tax deductions for state and local taxes, an indirect form of aid providing three times as much support for education as direct federal aid. In 1986 the Reagan Administration proposed eliminating these deductions and reducing direct federal spending on education by 15 percent. The proposed reduction in the federal budget for education continues a 5-year trend. The recently enacted Gramm-Rudman requirements complicate the picture by requiring substantial cuts from education. The constitutionality of these requirements remains unclear. President Reagan has also proposed using tuition tax credits to shift 400 million dollars to private schools and using Chapter 1 moneys to support a voucher program. A look at the history of education shows the necessity for a continued strong federal role in education, and a look at the current uses and effects of federal aid shows how detrimental cutbacks could be. (PGD)

ED 272 705 CE 044 802

Telephone Equipment Installation and Repair Specialist (AFSC 36254).
Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 80
NOTE- 535p.; Supersedes ED 183 826.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Correspondence Study; *Electricity; Learning Activities; Management Development; Military Personnel; *Military Training; On the Job Training; Postsecondary Education; *Repair; Technical Education; *Telephone Communications Systems
IDENTIFIERS- Air Force; Military Curriculum Materials; *Telephone Mechanics

This document contains the four volumes of an Air Force correspondence course in telephone equipment installation and repair. Each volume consists of student learning objectives, information, exercises, and answers to exercises; a volume review exercise is included for each volume. The first volume includes information about career field duties and responsibilities, introduction to management and supervision, security, fundamentals of electricity, basic electronic circuits, and telephone fundamentals. The second volume continues with the common-battery telephone system features. It reviews the basic principles of central office switching, the station equipment, maintenance and inspection, records, wire maintenance safety, and technical orders. The third volume reviews telephone installation principles including telephone station planning, installation work practices, terminal to telephone wiring, station termination and testing, and prevention maintenance and station trouble isolation. The final volume describes the varied uses of telephone communication systems and operating principles of exemplary equipment. At the end of this volume is a glossary; also included are seven schematic foldouts that are printed separately as three supplements. (KC)

ED 272 720

CE 044 825

French, Edward
The Potential of Television in the Promotion of Adult Literacy. Report Soling-10.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0344-1
PUB DATE- 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Educational Needs; Feasibility Studies; Foreign Countries; *Labor Education; Labor Needs; *Literacy Education; Literature Reviews; Publicity; *Television; Television Research
IDENTIFIERS- *South Africa

A study examined the feasibility of using television to promote adult literacy and adult basic education (ABE) in South Africa. Following a review of the literature on the experience abroad in using television to promote adult literacy, a preliminary report arguing the case for using television to promote adult literacy and ABE in South Africa was prepared and sent to a wide range of specialists and practitioners in the field for their comments. Although the project aroused the interest and support of a majority of the consultants, reservations and arguments raised against the project were substantial. Therefore, execution of the project in its original form could not be recommended. However, because the consultants were unanimous in their feeling that using television to promote ABE is urgently needed, it was recommended that serious consideration be given to the possibility of establishing a research and resource center to support adult literacy and ABE programs in industry. Appendixes to this report make up nearly half the document. They include the literature review on experience abroad in using television in ABE; the preliminary report on the use of television in education and training; data on the distribution of formal education levels among adults in South Africa, the changing structure of the working population, and the occupational structure of the South African labor force; and an assessment of the need for literacy in industry. (MN)

ED 272 734 CE 044 852

Donovan, Mary Ann
Findings on Employer/Vocational Education Survey.
National Alliance of Business, Inc., Washington, D.C.; National Vocational Education Professional Development Consortium, Columbus, OH.
PUB DATE- May 86
NOTE- 11p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporate Support; *Employer Attitudes; Job Skills; Job Training; National Surveys; Postsecondary Education; Questionnaires; *Recruitment; *School Business Relationship; School Support; Secondary Education; Staff Development; *Vocational Education

A nationwide survey of private sector employers elicited information on the level of business interest in various vocational educational services and programs. It also provided insight into how business can and does contribute to vocational education. Nearly all employers (94 percent of the 262 who returned questionnaires) indicated some interest in at least one of the vocational education services listed on the questionnaire. Activities perceived to be of greatest value were offering skill training for a specific occupational area, recruiting qualified permanent personnel, providing vocational training for employees, and training to improve managers' supervisory techniques. Nearly 9 of every 10 employers indicated a willingness to contribute by using company resources to support vocational education. Respondents would consider participating in local review committees, plant tours, work/study or cooperative education programs, and loaning of executives or instructors. Two-thirds of the respondents recruited employees from the vocational education system. Those who did not recruit cited these reasons: lack of hiring by company, insufficient training of graduates, and a ready supply of experienced workers. Over half of the respondents (58 percent) had a training arrangement with vocational education institutions. Most commonly, employers used vocational education for occupationally specific or technical training. (The questionnaire is appended.) (YLB)

ED 272 764 CE 044 903

Reinsel, Robert D.; Joseph, Anthony
The Financial Condition of Agriculture. An Income Analysis.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES860710

PUB DATE- Aug 86
NOTE- 32p.; Colored ink may affect reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Agricultural Education; *Agricultural Production; *Agriculture; Economic Research; *Farmers; Farm Management; *Financial Problems; *Income; Vocational Education

This report examines U.S. agriculture's financial characteristics by assessing farm financial health directly from income and balance sheet measures. Measures of net operating margin, net cash income to the farm family unit, and equity are employed as indicators of a farm operator's financial strength. Effects of interest expenses on cash income are also examined. A discussion of research objectives precedes a review of related studies of the financial condition of U.S. farmers. The next two sections define the net operating margin criterion and its use in evaluating the financial condition of farm businesses or enterprises and define income to the family unit, or cash available for family living and principal repayment or investment, and its use in assessing the farm family unit's financial condition. The following two sections examine the effects of interest expenses on cash income and assess a farm's ability to withstand negative income shocks based on its net worth or equity. The conclusions section cites heterogeneity among U.S. agricultural producers as a major problem confounding farm policy and policy analysis and shows that about 345,000 producers had negative family cash income (FCI), 310,000 had FCI greater than $40,000, and 68,000 had FCI over $100,000. (YLB)

ED 272 862 CS 209 695

Covert, Douglas C.
Science Communication Lessons from Environmental Education.

PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Restructuring; Cognitive Structures; *Diffusion (Communication); Elementary Secondary Education; *Environmental Education; Journalism; *Mass Media; Newspapers; *News Writing; Periodicals; Persuasive Discourse; Political Issues; Schemata (Cognition); Science Curriculum; Writing (Composition)

The environmental movement of the 1960s and 1970s caused an increase in special interest magazines on the market and in environmental education programs in the schools. These magazines communicated science and environmental information, which often could not be found anywhere else, to an increasingly sophisticated audience. However, the field of environmental education has not matured because of communication problems and the established knowledge about the communication process has not been used by the environmental educators. Using diffusion theory and the axiomatic theory of cognition and writing, science communication can be analyzed. For example, science writing offers lengthy explanations that provide too much information for the reader to absorb. Also, science writers often do not sufficiently explain new ideas, thus the audience cannot construct new cognitive structures or restructure old ones. Similarly, the complex nature of the ideas being presented in science writing requires clear and concise writing. The mass media are invaluable to the process of communicating environmental concerns, while science journalists are particularly important, for they must accurately and comprehensively inform the public of events. (SRT)

ED 272 954 CS 505 344

Watson, Arden K.; Dodd, Carley H.
The Effects of Communication Apprehension and Cultural Differences on Selected Communication Behaviors.
PUB DATE- Nov 84

NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Blacks; College Students; Communication (Thought Transfer); *Communication Apprehension; Communication Problems; *Communication Research; Comparative Analysis; *Cultural Differences; Cultural Influences; Foreign Students; Higher Education; Racial Differences; Social Differences; Whites
IDENTIFIERS- *Communication Behavior

A study was conducted to identify and compare the prevalence of communication apprehension among foreign, black, and white students. Data from a survey of basic English and speech classes were used to locate 83 nonapprehensive and 64 apprehensive foreign, black, and white students, who were then identified as low communication apprehensive or high communication apprehensive. The foreign students included Latin American (63%), Middle Eastern (23%), Asian (7%), and European (7%) students. Students completed the Personal Report of Communication Apprehension and the Comparative Rating Scale of Oral Communication Areas (CRSOCA), and the two independent variables were examined as they related to talking with an authority figure, social conversation, group discussion, and public speaking. Among other results the analysis indicated that white groups reported more concern than the foreign group for speaking to authority figures and for group discussion, and that blacks and whites were similar to each other on public speaking and on communicating with authority figures. Several tables are provided, as well as a reference list of 52 items. The CRSOCA instrument is appended. (DF)

ED 272 909 CS 210 009

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet. 1986 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86
NOTE- 21p.; For related documents, see CS 210 003-009; for the 1985 editions, see ED 263 569-581.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; *Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; English Examinations

Intended for students taking the Grade 12 Diploma Examinations in English 33 in Alberta, Canada, this reading test contains 70 multiple choice test items over the 10 readings in the readings booklet. The questions examine students' skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (SRT)

Lawton, Stephen B.
A Case Study of Choice in Education: Separate Schools in Ontario.
PUB DATE- 85
NOTE- 15p.; Paper presented at the Biennial Conference of the Phi Delta Kappa (40th, Toronto, Ontario, Canada, October 31-November 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Civil Rights; Constitutional Law; Court Litigation; Educational History; Elementary Secondary Education; Foreign Countries; Public Schools; *School Choice
IDENTIFIERS- Canada; *Ontario

Both Protestant and Catholic residents of Ontario's school districts have historically had the right to establish separate public elementary school boards and schools, and to levy taxes to support those schools, under most conditions. Only recently have all major political parties in Ontario agreed to funding Catholic public secondary schools through grade 13, in addition to the nondenominational public secondary schools. This agreement has led to questions about the levels and types of choice that are granted to various educational constituencies and about whether granting the rights to a separate school system for Catholics violates Canada's Charter of Rights and Freedoms or preserves the expressly stated constitutional rights of the Catholics. Court tests of these matters are pending. The Ontario situation suggests several propositions about choice in education that can serve as topics for discussion: (1) choice means exclusion, (2) choice reduces public control, (3) choice implies economic direction, (4) choice implies transfer of resources, (5) increased choice for some means decreased choice for others, (6) choice is not uniform, (7) choice depends on accessible information, (8) choice awakens religious animosities, and (9) the courts must decide who has choice. (PGD)

ED 273 068   EC 190 263

Dao, Mai; Grossman, Herbert

Identifying, Instructing and Rehabilitating South East Asian Students with Special Needs and Counseling Their Parents. Report of a Meeting Held at the Annual Conference of the National Association for South East Asian Students with Special Needs (San Francisco, California, March 13, 1985) and a Workshop (June 9-12, 1985).

SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Special Education.
PUB DATE- 85
NOTE- 105p.; Best available copy.
AVAILABLE FROM- Herbert Grossman, Division of Special Education and Rehabilitative Services, San Jose State University, One Washington Sq., San Jose, CA 95192 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Asian Americans; Cambodians; *Cultural Differences; Cultural Influences; *Disabilities; Elementary Secondary Education; *Handicap Identification; Laotians; *Limited English Speaking; Special Education; *Student Evaluation; Student Placement; Vietnamese People
IDENTIFIERS- *Southeast Asians

The report provides background information on the educational needs of disabled South East Asian students and presents four papers from a meeting and workshop on the topic held respectively in March and June of 1985. A draft of an action plan advocated by meeting participants addresses ways to meet five major needs: (1) to obtain information on the number of South East Asian students needing special education services; (2) to assess limited English proficient students in their dominant language; (3) to identify, evaluate and educate students in linguistically appropriate ways; (4) to instruct students in linguistically and culturally appropriate ways; and (5) to advocate for students' and parents' needs at the local, state, and national level. Following the draft plan, three discussion papers from the workshop are presented. Te Dihn Huyhh begins with an examination of "Special Education for Vietnamese Students: Current Situation, Problems, and Issues." In "Indochinese Cross-Cultural Adjustment and Communication," Nguyen Dang Leim reviews the effects of the Indochinese people's traditions and psycho-religious forces on their ways of life and adjustment. Recommendations are offered to help Americans understand and deal with the cultural implications and an overview of customs and values in Cambodia, Laos, and Vietnam is appended. Next, Tron Huong Mai describes "Approaches for Identifying and Servicing Indochinese Handicapped Students," as instituted by the Montgomery County (Maryland) Public Schools. In a final paper, entitled "Evaluation-Assessment-Educational Planning for Indochinese Refugee Children in the School System," and delivered at the meeting preceding the workshop, Tam Dang Wei details steps in information gathering, evaluation, and placement. (CL)

ED 273 082 EC 190 277

Hemp, Richard; And Others
CARF Accreditation: Summary of 500 Surveys, 1982-1984. Public Policy Monograph Series Number 21 (A Working Paper).
Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Jan 86
NOTE- 150p.; A part of the Evaluation and Public Policy Program. For related document, see EC 190 276. Appended materials contain small print.
GRANT- DHHS-90-DD-0047
AVAILABLE FROM- The University of Illinois at Chicago, Evaluation and Public Policy Program, Institute for the Study of Developmental Disabilities, 1640 W. Roosevelt Rd., Chicago, IL 60608 ($15.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Child Development; Daily Living Skills; *Developmental Disabilities; Elementary Secondary Education; *Institutional Characteristics; *Institutional Evaluation; Job Placement; Job Training; Residential Programs; *Standards; *State Programs; State Surveys; Vocational Evaluation

A project entitled "Using Accreditation Results for Statewide Program Evaluation" reviewed agency and client characteristics and outcomes for surveys conducted between 1980 and 1984 by the Accreditation Council for Services for Mentally Retarded and Other Developmentally Disabled Persons (ACMRDD) and the Commission on the Accreditation of Rehabilitative Facilities (CARF). This report presents a summary review of 500 CARF surveys of developmental disability programs conducted in 13 states (California, Colorado, Florida, Iowa, Illinois, Massachusetts, Michigan, Minnesota, New Jersey, North Carolina, Ohio, Tennessee, and Washington). Nine program service components were assessed: (1) infant and early childhood development; (2) vocational evaluation; (3) work adjustment; (4) occupational skill training; (5) job placement; (6) work services; (7) activity services; (8) residential services; and (9) independent living programs. Part I of this report introduces the project and provides information on CARF. Part II explains the project methodology, including maintenance of confidentiality, selection of the states, data collection methods, and the use of analytical summaries. Part III presents survey results, with sections discussing an overview of the surveys, accreditation criteria, organizational characteristics, individual program services, comparisons of institutional characteristics, and identification of critical standards. Results indicated that some of the components such as work services and work adjustment were provided in 65 percent or more of the surveyed institutions, while others, such as infant and early childhood development and independent living, were offered by less than 10 percent of the organizations. Twenty-six tables and charts present survey data, and seven appendices, making up over half the document, include statistical information on CARF standards and surveys. (CB)

ED 273 097 FL 015 912

Peyton, Joy Kreeft
Literacy through Written Interaction.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Diaries; *English (Second Language); *Interpersonal Communication; Learning Activities; *Literacy Education; Reading Skills; *Refugees; Second Language Instruction; *Teacher Student Relationship; Writing Skills
IDENTIFIERS- *Dialogue Journals; Overseas Refugee Training Program

Dialogue journals serve as conversations between teacher and student and provide a student-centered, communicative activity in which literacy skills can develop naturally. Students write as much as they choose about any topic, and the teacher responds as a co-participant in an ongoing, written conversation. The journals can be adapted to a variety of learning situations and learner needs, and they can be used effectively with students at all levels from beginning literacy to high proficiency. The dialogue journal interaction has many of the features found in conversations with children learning a first language and in conversations between second language learners and native speakers in an informal context. It focuses on real topics, and on meaning rather than form; it is a reading and writing event; the dialogue moves naturally from familiar to unfamiliar material; the use of grammatical forms and structures evolves naturally; and correction of student errors can take the form of modeling rather than overt criticism. At the lower proficiency levels, students can begin communication with pictures and let verbal communication develop when they are ready. Dialogue journals can also be used in pre-employment training and cultural orientation classes to encourage discussion. The key concept is genuine interaction between the student and someone with whom he or she wants to communicate. (MSE)

ED 273 112 FL 015 927

Whybra, David; Prinzing, Jerg

Video Sequences and Creativity in Communicative Foreign Language Teaching.

PUB DATE- 84
NOTE- 14p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p186-199. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Creativity; Educational Strategies; English (Second Language); *Language Teachers; Second Language Instruction; Self Evaluation (Individuals); Student Developed Materials; *Student Motivation; Teacher Developed Materials; *Teacher Education; *Videotape Recordings

The decision of a West German English teacher training program to make its own videotapes in the classroom as a replacement for outdated instructional films resulted in heightened student motivation and creativity. Experimental use of the technique in schools produced increased teacher trainee confidence, greater pupil readiness to speak the language, and in individual cases, modifications in pupil character and behavior. The advantages offered by videotape technology and active participant involvement promote substantial gains in language skills and knowledge. As a medium for self-observation, videotaping can be used to reduce anxiety and insecurity; to promote the pragmatic use of language, mimicry, and gestures; and to practice communicative measures such as corroboration, enlarging on a point, provocation, teasing, and expressions of disbelief, incredulity, and annoyance. The many uses of videotape recordings include training, self-observation, observation of others with or without assistance, animation, and videotherapy. Use of videotaping with the initial teacher group began in playing out situations occurring upon landing in England with small groups, but interest in participating drew in additional students, props, and communication among participants and with third parties. Overall, the videotaping was found to be a psychologically stabilizing factor in the class, and has led to other instructional ideas. (MSE)

ED 273 127 FL 015 947

Morrison, Frances; Pawley, Catherine

Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education, Volume II. Tracing the K-74 Cohort: Location in 1983 of Students Who Entered Kindergarten in 1974.

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1347-1
PUB DATE- 86
NOTE- 37p.; For the other volumes in this series, see FL 015 946-948.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Charts; Comparative Analysis; Foreign Countries; *French; *Grade Repetition; Graphs; *Immersion Programs; Longitudinal Studies; Second Language Learning; *Student Promotion; Tables (Data)
IDENTIFIERS- Ontario (Carleton); Ontario (Ottawa)

Part of the Eleventh Annual Report to the Ontario Ministry of Education, this report describes the grade and program location of students who entered kindergarten in Ottawa and Carleton, Ontario in 1974, known as the K-74 cohort. The first section of the report deals with the K-74 cohort; later sections deal with students who joined either early or late immersion at the expected level of the K-74 cohort. Some of the factors examined by the study are the following: (1) patterns of transfer into and out of the immersion programs and proportions reaching the expected grade level at various points; (2) comparisons of grade level of students who had left the early immersion program with students from the K-74 cohort in the English-language program; and (3) analysis of the progress of three late-immersion groups who had entered a high school with a program emphasizing French instruction. The report contains a number of diagrams that illustrate the varied pathways of several groups of students, and tables and graphs that present the longitudinal data on students in various programs for each year from 1974-1983. (MSE)

English Teaching Profile: Poland.

British Council, London (England). English Language and Literature Div.
PUB DATE- Jul 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Educational History; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; Language Research; *Language Role; Postsecondary Education; Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Poland

A review of the status of English language instruction in Poland begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher), the characteristics and training of English language instructors at all educational levels, the type and availability of instructional materials, educational administration and planning in relation to English teaching since 1950, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that the main strengths of the Polish situation are the high standards of the university departments and their graduates, the generally high standard of locally produced books, and the exceptionally high demand and support for English. The main weaknesses are the shortage of elementary and secondary teachers, the shortage of locally printed editions of British and Polish books for English instruction, the unavailability of audiovisual materials, the inadequacy of inservice teacher training programs, and the lack of convertible currency that prevents teachers and students from visiting Britain. (MSE)

ED 273 156 FL 015 985

McKeon, Denise

Some Common Components in Training Bilingual, ESL, Foreign Language, and Mainstream Teachers.

PUB DATE- 85

NOTE- 11p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Comparative Analysis; *Curriculum Design; *Educational Needs; Educational Research; Elementary Secondary Education; *English (Second Language); *Language Teachers; Limited English Speaking; Relevance (Education); Second Language Instruction; *Teacher Education

The four distinct groups of teachers (mainstream, ESL, bilingual, and foreign language teachers) responsible for instruction in English as a second language (ESL) to limited-English-speaking children are compared in terms of the standards set for each in teacher training curricula and the common topics of research in each of the four fields. It is concluded that overlaps in teacher preparation requirements, commonalities in discipline-specific standards, and similarities in training for dealing with like groups of students imply that differentiated teacher grouping helps to intensify the focus and specificity of training, and that attention to common needs and preparation makes the process of organizing, designing, and implementing inservice training activities more effective. It is also suggested that a commonality of research topics in the four areas provides a cohesive framework from which to develop training. (MSE)

ED 273 170 HE 019 507

Chambers, Gail S., Comp.
Management Guidance and Advisory Services: Promoting Cooperative Ventures. Governor's Commission on the Financing of Higher Education.
Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Jul 84
NOTE- 15p.
AVAILABLE FROM- Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA, 17126.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blue Ribbon Commissions; Consortia; *Cooperative Programs; *Government School Relationship; *Higher Education; Industry; *Intercollegiate Cooperation; *Public Policy; Statewide Planning
IDENTIFIERS- *Pennsylvania

Issues concerning a state policy supporting cooperative ventures among colleges and universities in Pennsylvania are discussed. It is suggested that a state policy encouraging successful interinstitutional cooperation must: avoid threatening the institutions, recognize that they must be the actual bargaining entities, inspire their interest through neutral mechanisms, educate leadership on what is possible and how to proceed, be almost universally supportive of ideas that reach maturity, and provide help to ensure thorough planning and legal completion. Models of cooperation that are drawn mainly from the private sector are briefly described: ad hoc agreements; consortia; affiliations; management contracts; program transfers; federations; holding companies; interlocking directorates; consolidations; acquisitions; reincorporations and dissolutions; and combinations, sequences, and sequels. Elements necessary to make ventures work are identified, including vision, commitment, and support. An example of cooperation between Philadelphia College of Art and Philadelphia College of the Performing Arts is included. Finally, five recommendations are offered, including establishing a low-cost confidential information and assessment service, and not subsidizing financially distressed or underutilized institutions.

(SW)

ED 273 184 HE 019 575

Kalas, John W., Ed.; Lott, Catherine J., Ed.
Proceedings of the University Symposium on Personal Safety (Albany, New York, April 29-30, 1986).
State Univ. of New York, Albany. Research Foundation.
PUB DATE- Apr 86
NOTE- 222p.
AVAILABLE FROM- State University of New York, Office of Planning, The Research Foundation, Room S-407, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitude Measures; *Campuses; *Crime Prevention; Higher Education; Learning Activities; *Rape; *School Security; Security Personnel; Sensitivity Training; State Universities; *Training Methods; Victims of Crime; *Violence; Workshops
IDENTIFIERS- Acquaintance Rape; Cornell University NY; Date Rape; *State University of New York

Issues that affect personal safety on college campuses are discussed in these proceedings of a 1986 symposium on personal safety organized by the State University of New York (SUNY) and the Research Foundation of SUNY. Conference papers and authors are as follows: "Interpersonal Violence: Addressing the Problem on a College Campus" (David Hanson, J. Patrick Turbett, Patricia Whelehan); "Violence on a Residential Campus and the Learning of Nonviolent First and Last Resorts" (Simon I. Singer, Lionel S. Lewis); "Date Rape Workshop" (Diane Gale, Stacey Plichta); "Acquaintance Rape Prevention Training Program on College and University Campuses" (Andrea Parrot); "Planning and Implementing a Model Program for Prevention of Acquaintance Rape on College Campuses: A Strategic Approach" (David Drinkwater; A. Parrot); "Multiphasic Safety and Security on State University of New York Campuses and Communities" (Otto A. Berliner); "The Human Relations Training Program, Cornell University" (Ronald Loomis, Jerry Feist, Kris Miller); "Caring Enough to Respond: A Report from the American College Personnel Association Commission Task Force on Victimization and Violence on Campus" (Mary L. Roark); and "Campus Awareness of Personal Safety" (Noel Palmer). Questions and answers follow each paper. Included in the paper on a date rape workshop are attitude surveys, true-false exercises, and sentence completion exercises. Appended are a symposium schedule and a list of symposium participants. (SW)

Improving Management through New Technologies. Proceedings of the Annual Meeting of the Association of Physical Plant Administrators of Universities and Colleges (73rd, Boston, Massachusetts, July 13-16, 1986).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

REPORT NO.- ISBN-0-913359-35-1
PUB DATE- Jul 86
NOTE- 317p.
AVAILABLE FROM- Association of Physical Plant Administrators of Universities and Colleges, 1446 Duke Street, Alexandria, VA 22314-3492 ($15.00 members; $21.00 nonmembers prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Building Operation; *Campus Planning; *College Administration; *College Buildings; Computer Oriented Programs; Databases; Facility Planning; Higher Education; Management Information Systems; *School Maintenance; *Technology; Technology Transfer
IDENTIFIERS- Cogeneration (Energy); *Facilities Management

Ways to improve campus management using new technology are discussed in the proceedings of the 1986 annual meeting of the Association of Physical Plant Administrators of Universities and Colleges. Paper titles and authors are as follows: "Things Are Going to Get Different" (Lou Volpe); "You Look Mah-velous! Perception Is Fact" (Robert H. Clawson); "Historic Preservation in a University Setting" (James Murray Howard); "Improving Management Performance through Coaching" (David R. Collette); "Prepare to Meet Your Computer" (Gary J. Mortimer); "Bridging the Communication Gap between Research Scientist and Facilities Planning" (Ralph O. Allen, Sandy H. Lambert III); "The Monkey in the Audience, or All Development Is Self-Development" (Edwin B. Feldman); "Improving and Extending Resources: A Strategy for Developing and Implementing Skills Training" (Gerald H. Kaiz); "The Changing Role of the Physical Plant Manager" (Louis R. Morrell); "Facilities Renewal: The Formula Approach" (Cushing Phillips, Jr.); "Marketing the Physical Plant" (John A. Heinz); "Developing Cogeneration for University and College Campuses" (Steven R. Schiller); "Privately Financed Cogeneration: How and Why" (David L. Wenner); "Financial Benefits of Cogeneration" (Richard McDermott); "Help with Scheduling" (Paul Biggers); "The Effect of Personal Computers on Buildings" (Paul Eshelman); "Local Area Networks in a Physical Plant Environment" (Mark D. Langford, Melanie Barrier); "Understanding Your Distribution Temperature and Piping System Options" (Richard E. Eckfield); "Variable Frequency Drives" (Mohammad H. Qayoumi); "Hazardous Waste Management: The Smithsonian Experience" (Michael R. League, Jolanda N. Janczewski); "An Engineering (Cadastra) Database for Purdue University" (Daniel I. Pusey); "Evaluation Techniques for Computer Applications" (Robert M. Owsiak); and "Developing Responsive High-Tech Facilities in a University Environment" (Jim Burke). The names and addresses of speakers, exhibitors, and registrants are provided. (SW)

ED 273 211 HE 019 627

Donald, Janet G.
The Evaluation of Learning in Post-Secondary Education.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). This paper is based on research funded by the Social Sciences and Humanities Research Council of Canada and the Fonds pour la Formation de Chercheurs et l'Aide a la Recherche du Quebec.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Construct Validity; Data Analysis; Data Collection; Developmental Stages; *Educational Research; *Evaluation Methods; Graphs; Higher Education; *Intellectual Development; Interviews; *Learning Theories; Models; Postsecondary Education
IDENTIFIERS- *McGill University (Canada); *Perry Developmental Scheme

Methods that have been employed in McGill University's (Montreal, Quebec) program of research into the nature of learning are described. The methods illustrate four phases of inquiry: conceptualization or model-building; data gathering techniques; data representation; and data analysis. For the university's learning task project, the development of a conceptual framework moved from a focus on one kind of knowledge structure to two kinds, from a set of study knowledge structures to a set of study intellectual skills, and from questions about the relationship of knowledge structures and intellectual skills to the question of what constitutes a discipline. The university has been investigating the use of semi-structured interviews with review by a third party and confirmation by the interviewed of the report based on the interview. One type of graphic representation that has been useful includes a tree structure of the most closely related concepts in a course in rank order. Data analysis involved testing the construct validity of Perry's scheme of intellectual development in the college years. Four developmental stages were postulated. A questionnaire was administered to first- and second-year students to determine convergence of measures within a stage and divergence between stages. Two pages of references conclude the document. (SW)

ED 273 224 HE 019 640

Cornett, Lynn M.
Improving Student Preparation: Higher Education and the Schools Working Together.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 86
NOTE- 32p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N. W., Atlanta, GA 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Articulation (Education); Career Counseling; College Bound Students; College Instruction; *College Preparation; *College School Cooperation; Cooperative Programs; Dual Enrollment; Early Admission; Higher Education; *High Risk Students; *High School Students; Program Descriptions; School Orientation; School Surveys; Student Motivation; Student Records; Summer Programs; Talent

Results of a survey of college-school activities related to student preparation for college are discussed, based on responses of more than 300 two-year and four-year institutions. General trends are reported, and brief descriptions of college programs are provided. Most of the programs are for talented students. Programs that are less common aim at students who are underprepared or not highly motivated to attend college. These programs are usually intended to help minority students. Requirements that public colleges report students' performance to high schools from which they graduated exist in some states, and some colleges send such information to schools on a regular basis. Other programs that are designed to increase student preparation and motivation for college focus on: career counseling and orientation to college life, and college-school programs both within and outside of schools. Programs for gifted and talented students include early admission, joint enrollment, summer enrollment, Saturday programs, summer camps, competitions, and research and internship positions. College-school action aimed at curriculum and teaching are often individual faculty efforts, rather than institutional initiatives. (SW)

ED 273 238 HE 019 654

Young, William C., Comp.
Higher Education Opportunities for Minorities and Women. Annotated Selections, 1985-86 Edition.
Department of Education, Washington, DC. Office of the Secretary.
PUB DATE- Dec 85
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Annotated Bibliographies; *College Programs; *Educational Opportunities; Fellowships; *Females; Higher Education; Majors (Students); *Minority Groups; Scholarships; Specialization; *Student Financial Aid; Student Loan Programs

Information on opportunities for minorities and women who wish to pursue higher education and career goals is provided in this annotated bibliography. The resource materials cover information on how and where to seek assistance to pursue higher education, including information on loans, scholarships, and fellowships. For each entry, information is provided on sources and costs of the publication. Section 1 contains general information on books, brochures, and various kinds of publications describing a variety of higher education opportunities. Section 2 lists general undergraduate opportunities that do not specify an academic area or that are open to more than one academic area, while section 3 covers undergraduate opportunities listed by academic area. Sections 4 and 5 cover graduate opportunities. Resource publications on opportunities in the following fields of study are covered: architecture, arts/humanities, business/management, education, engineering/sciences, graphic arts/printing, health/medical/dental/nursing, journalism, law, international, military, music, political science/public administration, religion/theology, social/behavioral science/social work, and science. (SW)

Computer Applications Planning.
California State Dept. of Education, Sacramento.
PUB DATE- 85
NOTE- 65p.; This publication is an adaptation of a guide originally published by the Merrimack Education Center, Chelmsford, Massachusetts.
AVAILABLE FROM- Publications Sales, California State Department of Education, PO Box 271, Sacramento, CA 95802-0271 ($5.00 plus tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; *Educational Planning; Educational Technology; Elementary Secondary Education; Instructional Development; Microcomputers; Purchasing; School Districts; *Staff Development
IDENTIFIERS- *California

As part of California's comprehensive program to improve and strengthen its schools by incorporating educational technology into the entire curriculum, funds have been provided to school districts that have developed an educational technology or computer education plan. This guide identifies planning activities and describes steps district personnel can follow in developing their programs. It is organized according to five major steps in the planning process: (1) planning preliminary activities; (2) integrating computers into the curriculum; (3) delivering staff development services; (4) acquiring hardware and software; and (5) organizing and implementing the program. This publication may also be used as a reference manual, part of a staff development program, or in conjunction with training seminars. The approach to computer education is curriculum based and focuses on ways in which the curriculum can be improved by use of the computer. Staff training is allocated according to curriculum priorities, and hardware and software acquisitions are matched to application needs. This guide provides a comprehensive program plan, not only to help users find solutions, but also to help practitioners develop their own responses to needs within their districts. (DJR)

ED 273 265 IR 012 271

Ward, Peggy M.
The Computer and Its Functions; How to Communicate with the Computer.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computers; Input Output Devices; *Programing; Programing Languages
IDENTIFIERS- BASIC Programing Language; COBOL Programing Language; FORTRAN Programing Language

A brief discussion of why it is important for students to be familiar with computers and their functions and a list of some practical applications introduce this two-part paper. Focusing on how the computer works, the first part explains the various components of the computer, different kinds of memory storage devices, disk operating systems, and the peripheral devices used to communicate with other computers or the outside world. The second part provides a brief overview of programming languages and programming procedures, which includes a review of advantages and disadvantages of the BASIC language and general guidelines for writing computer programs. Examples are given in BASIC, including programs for performing a bubble sort and a binary tree sort. Flow charts are provided for the two types of sort programs as well as explanations of some of the BASIC codes. (DJR)

ED 273 280 IR 051 604

Anderson, Dorothy, Comp.
Guidelines for Cataloguing-in-Publication.
International Federation of Library Associations, The Hague (Netherlands).
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/1
PUB DATE- Feb 86
NOTE- 93p.
CONTRACT- UNESCO-400071.4
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cataloging; Global Approach; Guidelines; International Programs; *National Programs; Networks; Program Guides; Program Implementation; Publications; Publishing Industry
IDENTIFIERS- *Cataloging in Publication; International Federation of Library Associations; National Bibliographies; UNESCO; UNISIST

The guidelines provide the criteria for the design of a national cataloguing-in-publication (CIP) program which will both be a component part of the international CIP network and fit the requirements of a specific library and publishing environment. Cataloguing-in-publication is defined, its development is traced, and current CIP programs in nine countries (USSR, United States, Brazil, United Kingdom, Australia, Canada, West Germany, Netherlands, and Nigeria) are compared and contrasted. Discussions of record preparation, the establishment of a CIP program, and perspectives on the future of CIP follow. A nine-page bibliography based on the "Library Association Library Reading List: Cataloguing-in-Publication" is provided. Recommendations of the International Cataloguing-in-Publication Meeting held in Ottawa, Canada, in August 1982, and sample CIP forms and records for various types of entries are appended. (KM)

ED 273 295   IR 051 619

Haeuser, Michael
Curriculum Change: Transitions in Time. Idea Brief.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the National Conference of the Association of College and Research Libraries (4th, Baltimore, MD, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *College Curriculum; Curriculum Development; Higher Education; Librarians; *Library Role
IDENTIFIERS- Association of College and Research Libraries

Recent publications and articles that have received national attention focus on the problems that face higher education as well as allegations that American colleges and universities were "failing to give students an adequate general education." The critics are correct and considerable energy is being directed to returning higher education to its traditional path. Examples should be found of library participation in curriculum review. Indeed librarians should vigorously support efforts to curb the discredited marketplace philosophy of education. (Author)

ED 273 311 JC 860 463

Dunn, Joanne Velan
The Computer as a Teaching Tool: In-Service Training Program in Advanced Technology for Vocational Educators. Final Report.
Allegheny County Community Coll., Pittsburgh, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.
PUB DATE- Jan 85
NOTE- 90p.
CONTRACT- 94-4014
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Community Colleges; Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; *Computer Science Education; *Faculty Development; *Inservice Teacher Education; Program Descriptions; Program Development; Technological Advancement; Two Year Colleges; *Vocational Education Teachers

The in-service training program described in this report was implemented by the Community College of Allegheny County (CCAC), Pennsylvania, in order to help vocational educators and administrators to develop skills in computer applications, software evaluation, and computer-based training. After providing background on the project, the report presents descriptive information on: (1) the program's audience (i.e., 76 vocational educators and administrators representing a wide range of disciplines and computer sophistication); (2) attendance (i.e., the majority of the attendees participated in at least 16 of a total of 21 hours of instruction provided); (3) cost effectiveness (i.e., the total cost per person was $250, making the training more cost effective than outside training); (4) the need and rationale for the program, the problem addressed, goals and objectives, limitations, and solutions to limitations; and (5) program development and implementation, which involved needs assessment; assessment of knowledge level, generalizable topics, available resources, and needed computer skills; and development of evaluation instruments. The next sections look at evaluation procedures and results, including short descriptions of each in-service session along with participants' ratings of relevancy and quality. Finally, conclusions and recommendations are provided. The appendices, which make up over half of the document, include promotional materials, the evaluation instruments and responses, the report of an external evaluator, a list of media used in the training, and the project proposal. (EJV)

ED 273 325 JC 860 477

Alkin, Marvin C.; Ruskus, Joan
EOPS Operational Program Review: 1984-1985.
Educational Evaluation Associates, Northridge, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 85
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Counseling; *Educationally Disadvantaged; Evaluation Methods; Outreach Programs; Program Administration; *Program Effectiveness; Program Evaluation; Program Improvement; State Programs; State Surveys; Student Personnel Services; Transfer Programs; Tutorial Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California Community Colleges; *Extended Opportunity Programs and Services

A synthesis is provided of the information collected between September 1984 and April 1985 by Operational Program Review (OPR) teams regarding 22 California community college Extended Opportunity Programs and Services (EOPS) programs. Chapter 1 explains the purposes and evaluation methods of OPRs, and outlines the general characteristics of the EOPS programs reviewed in 1984-85, looking at student demographics, goals, high school graduation status, and general profiles. Chapter 2 offers information on the EOPS; its intended clientele; its outreach, recruitment, counseling, tutoring, transfer transition, financial aid, and other services; and its personnel. Chapter 3 highlights the most outstanding strengths and exemplary features of the 22 programs, in the areas of: (1) management services; (2) outreach services; (3) instructional development and services; (4) counseling services; (5) transition services; (6) special activities; and (7) financial aid. Chapter 4 looks at ways EOPS can be improved, pointing to the following major themes within the OPR findings: the need for more thorough documentation of program services, the importance of providing over-and-above services, the impact of campus politics on EOPS programs, and the need to coordinate and utilize the efforts of EOPS staff more efficiently. This chapter also lists and discusses specific recommendations for improvement by college in the areas of program administration, financial aid, outreach/recruitment, counseling, tutoring, other support services, EOPS in-service, funding of EOPS positions, and image/awareness. (EJV)

Robinson, Brenda S.
New Dimensions in Intercultural Education at Community Colleges.
PUB DATE- 24 Oct 85
NOTE- 9p.; Paper presented at the Conference entitled "Focus on the World: Meeting the Educational Challenge of the Future" (Bridgewater, MA, October 23-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Cross Cultural Studies; Foreign Countries; *Intercultural Programs; *International Educational Exchange; *International Studies; Study Abroad; Two Year Colleges

Even as community college instructors increasingly find their classrooms filled with students who lack the most basic knowledge about other countries, they are confronted with questions about the need for community college students to become involved in intercultural education. Changes in global economics, population composition, and international trade relations are answering these questions in a way that stresses the need for and relevance of intercultural programming at the community college. The challenge of intercultural education has been taken up by several community colleges across the nation. Lansing Community College in Michigan provides one of the most dynamic Study Abroad programs available in the nation, offering an opportunity for students to travel and study in Japan for nine months; the college also presents language instruction in eight non-English languages. Rockland Community College, in coordination with several other New York colleges, offers a Service Learning Program in England, Ecuador, and Caribbean nations. Massachusetts's international/intercultural consortium is currently attempting to obtain funding for a scholar-in-residence program, which will permit consortium members to host a scholar from India, China, and Kenya for short periods of time during the scholar's year-long visits. Community college educators in Massachusetts have participated in a national curriculum development project designed to prepare intercultural modules for existing courses. Several colleges sponsor their own study abroad programs. These efforts within Massachusetts and other states bear witness to the community college's recognition of its role in increasing students' knowledge and understanding of the world. (EJV)

ED 273 352 PS 015 954

Myers, Robert G.
Going to Scale.
SPONS. AGENCY- United Nations Children's Fund, New York, N.Y.
PUB DATE- Sep 84
NOTE- 35p.; Paper presented at the Inter-Agency Meeting on Community-Based Child Development (2nd, New York, NY, October 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Developing Nations; *Early Childhood Education; Emotional Development; *Global Approach; Intellectual Development; *International Organizations; *Measurement Techniques; National Programs; *Program Effectiveness; Regional Programs
IDENTIFIERS- *Going to Scale; *Scaling (Maximum Dissemination)

The main purpose of this paper is to provide a basis for discussing issues associated with the process of "going to scale" with programs of early childhood development. "Going to Scale" programs are described as those that attempt to reach as many potential beneficiaries as possible at a regional, national, or even worldwide level. The first section of the paper summarizes results from three analyses of successful projects and programs in an attempt to identify barriers to scale and to specify conditions, characteristics, strategies and processes accompanying successful programs. The second section examines advantages and drawbacks of three broad approaches to achieving scale, while the third section draws implications for child development programs from the preceding two sections. The final section discusses costs, organizational issues, the role of communications, evaluation, and some options for international organizations as they consider ways to increase the coverage and impact of early childhood development programs. (HOD)

ED 273 366   PS 015 991

Ismail, Maznah; And Others
Achievement and Its Correlates: Symposium III A.
PUB DATE- 84
NOTE- 13p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Need; Disadvantaged Environment; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Indians; *Locus of Control; Rural Urban Differences; *Success
IDENTIFIERS- Chinese People; Developmental Patterns; *Malaysia; Malaysians

This symposium contains a report of a study which (1) examined the relationship between Malaysian children's perception of control and their academic achievement, by Maznah Ismail and Choo Piang Foong, and two abstracts of studies which (2) investigated achievement motivation and attribution of success in rural and urban Malaysian ethnic groups, by Wan Rafaei Abdul Rahman, and (3) studied the development pattern of Indian males' achievement motive in relation to prolonged deprivation, by Ashta Nand Tiwari. In the former study of Malaysian children, findings of correlational analyses generally supported previous studies revealing that students scoring as "high internals" tended to perform better academically than those scoring as "low internals." Also, girls exceeded boys on both I+ and I- which suggested that, more so than boys, girls in Malaysian culture are socialized to feel responsible for their success as well as for their failure. Higher school marks obtained by the girls appeared to be related to their greater sense of responsibility for the outcome of their performance. The study of Malaysian ethnic groups found that the Chinese had higher achievement motivation than the Malays, urban Malays had higher achievement motivation than their rural counterparts, and urban Malays had higher scores on ability and effort than the Chinese, who, in contrast to Malays and Indians, were cautious in their attribution of success to ability and luck. The study of 150 economically deprived Indian males from the eastern part of Uttar Pradesh revealed a clear developmental trend showing a consistent increase in mean scores of the developmental trend of achievement motive (n-Ach) with age levels and different deprivation groups. Age and deprivation jointly determined the level of achievement motive. (RH)

ED 273 380 PS 016 005

Aryal, Chuda Nath; And Others
Non-Formal Education for Adolescents and Youths: Symposium VI B.
PUB DATE- 84
NOTE- 16p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Curriculum Development; Educational Improvement; *Family Life Education; Foreign Countries; Models; Pretests Posttests; Program Development; *Program Implementation; Recreational Programs
IDENTIFIERS- *Malaysia

Focusing generally on non-formal education for adolescents and youth, this symposium provides a paper that describes an approach to introducing family-life education to Malaysian youth, and also two abstracts: the first suggests a conceptual model for providing education and training appropriate to adolescents, and the second discusses from a national perspective youth activism through leisure, sport, and co-curricular programs. The discussion of family-life education (FLE) (by Indra Pathmanathan and Shanti Dairiam of Malaysia) points out conditions indicating a need for FLE, reports on the development of FLE within the context of private sector family planning associations (FPAs), describes the evolution of a strategy for a FLE program, and describes the process of FLE curriculum development. Also discussed are feedback from curriculum pretesting activities. Concluding remarks summarize major lessons learned by FPAs during the program development and implementation experience. The first abstract describes a presentation given by Chuda Nath Aryal. This discussion of an education appropriate to adolescents focuses on eight constituents concerning epistemology, development orientation, ecology, life habits, parenthood, skill generation, citizenship, and comparative perceptions of human culture. The second abstract describes a presentation by T. Vasudevan of Malaysia. This article on youth activism discusses, in terms of activities appropriate to different age group characteristics, a program that planners for sports, leisure, and recreation might consider. Full papers for the abstracted papers may be obtained from the editors of the conference. (RH)

ED 273 395 PS 016 066

Rothlein, Liz; Brett, Arlene
Children's, Teachers' and Parents' Perceptions of Play.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; *Parent Attitudes; *Play; *Preschool Curriculum; Preschool Education; *Teacher Attitudes

A total of 103 children 2 through 6 years of age were interviewed and 73 of their parents and 60 preschool teachers completed a questionnaire about their perceptions of play. Most parents defined play as something for fun or amusement, while teachers saw it both as fun and as an opportunity for cognitive and social development. Both parents and teachers said they promoted play by providing a variety of materials and parents also said they played with their children. The majority of teachers did not view play as an integral part of the curriculum, but instead described a learn/play dichotomy. Parents did not support the idea of a large amount of time in preschool being spent in play. Children's favorite play activities according to children and their parents and teachers were outdoor play, dramatic play, blocks, and art activities. (Author/RH)

ED 273 408 RC 015 885

Cultural Conflict: School-Community-Curriculum.

Central Consolidated School District No. 22, Shiprock, NM.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; Beliefs; Cultural Background; Cultural Differences; *Cultural Influences; *Culture Conflict; Elementary Secondary Education; Guidelines; *Learning Strategies; *Student Attitudes; Tribes; Values
IDENTIFIERS- Impact; *Navajo (Nation); Superstition; Taboos; *Teacher Awareness

This teacher training guide provides information about Navajo cultural beliefs that conflict with learning in the dominant society's educational system. The guide offers rationales for the taboos and recommendations for providing appropriate learning situations, materials, and multicultural learning styles. Section 1 contains information on Navajo traditional taboos about snakes, green lizards, frogs, bears, coyotes, owls, lightning, fire at night, grave sites, rainbows, noise at night, baskets, playing ball, winter season rituals, death in the family, looking in the eye, outward affection to relatives, close contact, and advance planning. Section 2 discusses beliefs about questioning, talking, arrowheads, feathers, and Navajo clan and extended family relationships. Section 3 addresses educational problems for Navajo children due to the lifestyle their parents can provide within a contemporary economic crisis. Considered are economic impacts of lack of electricity, and hot running water, inadequate shelter, clothing, and educational materials, and problems of communication and transportation; geographic/weather impacts of road conditions, bussing, isolation, and inclement weather; social problems of limited parental support, or value for education, time concept, and unfamiliarity with curriculum, one-parent families, and poor self-image; impacts of educational rewards, education standards, policies, and curriculum; and health problem impacts of malnutrition, inadequate health clinic services, and limited juvenile counseling services. A final section provides definitions of salient terms used in the guide. (NEC)

ED 273 422 RC 015 905

Flora, Jan L.; And Others
The Farm Crisis and Decatur County.
PUB DATE- Sep 85
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; Case Studies; *Community Change; *Economic Climate; Economic Factors; Employment; Farmers; Income; Population Trends; Productivity; Quality of Life; Rural Areas; *Rural Economics; Social Environment
IDENTIFIERS- *Farm Crisis; Impact; *Kansas (Decatur County)

This case study assesses the impact of the farm sector on the economy and social organization of Decatur County (Kansas), a county which has historically depended on agriculture for its livelihood. Data were obtained from analysis of time series statistical indicators for the period between 1966 and 1984, questionnaire responses of local businesspersons, and interviews with community leaders. Findings indicate: (1) the long-term trend toward larger farms and the decline in number of farms and farmers have resulted in a steady decline in number of retail establishments since 1948; (2) employment in the service sector has grown steadily since 1940; (3) Decatur County has held its older population because of its excellent medical facilities; (4) county elevators were temporarily positively affected because of over production and low grain prices; (5) non-agricultural businesses not negatively affected by the farm crisis are the hospital, the nursing homes, drug stores, and food stores; (6) firms negatively affected include automobile dealers, hardware/appliance stores, and furniture stores; and (7) encouraged by their bankers, county agricultural extension agent, and suppliers, farmers have adopted survival strategies which include reducing machinery purchases, cutting operating expenses, participating in farm programs, taking out multi-peril insurance, and using sound accounting and borrowing practices. Twenty-five data tables are appended. (NEC)

ED 273 435 SE 046 674

Postel, Sandra
Altering the Earth's Chemistry: Assessing the Risks. Worldwatch Paper 71.
Worldwatch Inst., Washington, D.C.
REPORT NO - ISBN-0-916468-72-0
PUB DATE- Jul 86
NOTE- 69p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, D.C. 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); *Ecology; Economic Factors; *Environmental Education; Food; Forestry; Global Approach; *Health Conditions; Natural Resources; Physical Environment; Pollution; Quality of Life; *World Affairs; World Problems
IDENTIFIERS- *Environmental Problems; *Risk Management

Human activities that have altered the earth's chemistry are discussed in terms of their potential ecological and economic consequences. Humanity's impact on the disruption of the natural cycles of carbon, nitrogen, and sulfur is assessed. Data are presented which illustrate the extent of change in these cycles. Risks particularly threatening and costly to society are identified as those associated with food, security, forests, and human health. Each of these risk areas are explained and specific problems and conditions are highlighted. Strategies of minimizing risks through measures that remedy several problems simultaneously are advocated. Recommended actions include: (1) reduction of fossil fuel use; (2) support of new energy technologies; (3) establishment of standards for residential appliances; (4) increase of recycling efforts; (5) preservation of forests and planting of trees; (6) elimination of lead in gasoline; (7) more extensive toxicity testing; (8) use of an integrative pest management program; and (9) detoxification of wastes. Because of the global nature of these risks, international co-operation and active collaboration efforts to explore policy options are urged. (ML)

ED 273 157 FL 015 986

Mercado, Carmen I.
Models of Inservice Teacher Training.
PUB DATE- 85
NOTE- 8p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; Elementary Secondary Education; English (Second Language); Federal Aid; *Information Dissemination; *Inservice Teacher Education; *Peer Counseling; *Research Utilization; State Programs
IDENTIFIERS- New York

The federally-funded New York Bilingual Education Multifunctional Support Center provides support services for Title VII and other bilingual education programs, and actively promotes the analysis and application of research findings relating to bilingual instruction and teacher training. It promotes professional development activities that are personal, informal, collegial, reflective, analytical, accommodating of teacher needs and styles, and interactive. In addition to individual technical assistance services, four types of activities are offered: a research-based seminar on current issues and findings in teacher training; an instruction and management fair for sharing and displaying programs, materials, techniques, and strategies used with limited-English-proficient (LEP) students; a language development specialist academy bringing together teacher representatives considered by their peers to be effective at promoting language development; and roundtables on issues related to instruction of LEP high school students and to the role of language in learning. The center is currently focusing on the adaptation of research findings to instructional practice in various classroom situations and on more systematic use of workshop participants as future workshop leaders. (MSE)

ED 273 266 IR 012 275

Pepin, Michel; Dorval, Michel
Effect of Playing a Video Game on Adults' and Adolescents' Spatial Visualization.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Analysis of Covariance; Computer Simulation; Foreign Countries; Grade 7; Higher Education; Interactive Video; Junior High Schools; Pretests Posttests; Psychological Studies; Sex Differences; *Skill Development; *Spatial Ability; *Undergraduate Students; *Visualization
IDENTIFIERS- Quebec (Quebec); *Space Relations Test; *Video Games

This paper presents the results of two studies which were performed to assess the effects of the practice of an interactive video game on spatial visualization test scores. The first study used 70 Laval University undergraduate students as subjects, while subjects for the second study were 101 seventh grade students from the area of Quebec City. In both studies, all subjects were given a pretest and a posttest on the Space Relations Test of the Differential Aptitude Tests (French Canadian version). The experimental groups--one in each study--had eight sessions of playing the interactive video game Zaxxon; the control groups received no such treatment. In the adults' experiment, the 2 (group) by 2 (sex) analysis of covariance yielded a significant effect for group, no effect for sex, and no interaction of group X sex, indicating that both men and women gained significantly and equally from playing Zaxxon. The adolescents' experiment revealed no significant result, and a re-examination of the procedure revealed several problems that may have contributed to these experimental inconsistencies. It is recommended that future studies in the area of training cognitive skills incorporate a more extended practice period, multiple training conditions, and be established on data assuring convergent validity between the game itself and the skills to be trained. A four-page reference list is provided. (Author/DJR)

ED 273 296 IR 051 620

The Library of Congress, 1985. A Brief Summary of the Major Activities for the Fiscal Year Ending September 30, 1985.

Library of Congress, Washington, D.C.

PUB DATE- 86
NOTE- 35p.; For the summary report for 1984, see ED 261 706; for the complete 1985 report, see IR 051 616. Photographs will not reproduce.

AVAILABLE FROM- Library of Congress, Central Services Division, Washington, DC 20540.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Library Administration; Library Automation; Library Collection Development; *Library Role; *Library Services; *National Libraries; Preservation
IDENTIFIERS- Copyright Office; *Library of Congress

This booklet summarizes fiscal year 1985 activities of the Library of Congress (LC) in eight areas: (1) collection development, activities of the Copyright Office, housing, and access; (2) automation; (3) preservation, notably the Mass Book Deacidification Facility and the Optical Disk Pilot Program; (4) services to Congress performed by the Congressional Research Service; (5) Law Library services; (6) services provided to other branches of government; (7) services to the public, including the National Library Service for the Blind and Physically Handicapped; and (8) public programs such as exhibits, symposia, dramatic readings, music performances, lectures, motion picture screenings, and folk art demonstrations. Photographs accompany the text throughout the publication. (KM)

ED 273 396 PS 016 067

Trostle, Susan Louise
The Effects of Child-Centered Group Play Sessions on Social-Emotional Growth of Four- and Five-Year-Old Bilingual Puerto Rican Children.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Emotional Development; Ethnic Groups; Intervention; *Play; *Preschool Children; Preschool Education; Pretests Posttests; *Puerto Ricans; Sex Differences; *Social Development; *Therapy

This study was designed to investigate the effects of child-centered group play sessions (using the play therapy interaction approach) and sex differences on self-control, free play, and sociometric ratings in young bilingual Puerto Rican children. The participants in the study were 48 bilingual Puerto Rican four- and five-year-old children from two predominately Hispanic Southeastern Pennsylvania urban communities. Analyses made of pre-test scores for the dependent measures yielded no significant differences among groups. The main anlayses consisted of three 2 (treatment) x 2 (sex) analyses of variance with repeated measures (ANOVA), using pre- and post-measures on self-control behaviors, free play ratings, and sociometric scores. Separate post hoc Tukey tests were run on each of the three main dependent measures. Results showed that children who received group play sessions outperformed those in the control group on the self-control and free play rating scales; boys in the experimental treatment outperformed both girls in the experimental treatment and all children in the control group on the sociometric measure. The results were interpreted and discussed in terms of non-directive humanistic theories of play therapy (e.g., Rogerian) as they relate to intervention techniques for meeting personal and emotional needs of children in underserved minority groups. (Author/RH)

ED 273 054 EC 182 726

Blenkhorn, Paul; And Others
Research Centre for the Education of the Visually Handicapped. Four Reports.
Birmingham Univ. (England). Research Centre for the Education of the Visually Handicapped.
PUB DATE- 85
NOTE- 18p.; For a related document, see ED 269 940. Contains some light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; *Communication Aids (for Disabled); *Computer Assisted Instruction; Computers; *Deaf Blind; Educational Technology; Electromechanical Aids; Elementary Secondary Education; Foreign Countries; Partial Vision; *Visual Impairments
IDENTIFIERS- United Kingdom

The four reports grouped together here are: (1) "Report on Computer Hardware in Schools and Units for the Visually Handicapped, 1983" (Paul Blenkhorn and Michael Tobin); (2) "Micro-Computers with the Deaf-Blind" (Paul Blenkhorn); (3) "Some Guidelines for Evaluating and Adapting C.A.L. Software with the Visually Handicapped--Using a Screen" (Paul Blenkhorn and Michael Tobin); and (4) "Teletext for the Visually Impaired" (Paul Blenkhorn and Brian Payne). All four reports address the use of educational technology with visually impaired students. In the first report, results are presented from a survey on computer hardware completed by 32 schools and units in the United Kingdom containing visually handicapped children. The distribution of hardware and the models of computers used are depicted. In the second report, ways in which microcomputers are used with deaf-blind students are described. Applications are noted for students with some vision as well as students with no vision. The third report offers guidelines for evaluating and adapting computer-assisted instruction software with visually handicapped students. Factors in the program, including the students' perceptual skills, are considered along with factors outside the program, such as reproduction of supplementary materials in braille or large print. The final report discusses access to Teletext, an information service transmitted over the airwaves together with normal television programs. (CL)

ED 273 098 FL 015 913

Wilson, Carrie; Garner, Barbara
The "Free Money" Game.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Adults; Class Activities; Classroom Techniques; Cultural Education; *Educational Games; *English (Second Language); *Money Management; *Orientation Materials; Personal Autonomy; *Refugees; Social Values; *Welfare Services
IDENTIFIERS- Overseas Refugee Training Program

The Free Money Game is a group activity designed to: (1) familiarize refugee students with the purpose of public assistance, which is to maintain recipients at a survival level for a limited time; and (2) make students aware of the lack of options open to welfare recipients, the depersonalization associated with the bureaucracy, and the insecurity involved in welfare dependency. The specific objective is for players to collect as many options as possible to improve his or her life. Two teams, one employed and one unemployed, are given money. The employed team is given cash, and the unemployed team is given Free Money and Free Food tickets. Players must buy necessities before buying options. By the end of the third round, players must have spent all their money. The principal objective is to collect as many options as possible for improvement of their living standard. A follow-up discussion focuses on buying power and how it is affected by price changes and cuts in free money, and how it relates to quality of life and the players' own cultural values and reasons for leaving their home country. The game has proven to be effective in dramatizing why long-term welfare dependency is undesirable. Samples of the materials used in the game are included. (MSE)

ED 273 113 FL 015 928

Harrison, Andrew

Student-Centred Testing: Assessing Communication in Progress.

PUB DATE- 84
NOTE- 21p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p200-220. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Educational Strategies; *Interaction; *Language Tests; *Role Playing; Second Language Instruction; Student Centered Curriculum; *Test Construction

Assessment of communicative language learning means evaluating not only whether the language used is correct or incorrect, but also whether it is appropriate for the context. In structuring a communicative exchange for the purpose of testing, it must be determined that the problem used as the subject of an assessment interaction is suitable, and that it is at the appropriate level of language use, of interest to students, relevant to their language needs, and generalizable to other situations. The hypothetical problem should create an information gap and the incentive to bridge it. The linguistic, semi-linguistic, and non-linguistic means used to communicate in the exchange must be evaluated according to the alternatives available, the appropriateness of the language for the occasion, the degree to which error can be tolerated before it inhibits communication, the extent to which the essential elements of the exchange are present, and the degree to which it approaches native performance. The use of transcripts can be helpful in the analysis of spoken exchanges. Role-playing exchanges by fluent speakers can be used to establish the likely content and form of an interaction, for both evaluation and feedback to the student. (MSE)

ED 273 128 FL 015 948

Morrison, Frances; Bonyun, Rosemary

Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education, Volume III. Surveys of Bilingual-Program Graduates, 1984.

Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1348-X
PUB DATE- 86
NOTE- 41p.; For volumes 1 and 2, see FL 015 946-947.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; College Role; Comparative Analysis; Educational Objectives; Followup Studies; Foreign Countries; *French; Graduate Surveys; Higher Education; *Immersion Programs; Language Attitudes; *Language Proficiency; Language Skills; Program Effectiveness; Secondary Education; Second Language Learning; Self Evaluation (Individuals); *Student Attitudes
IDENTIFIERS- Ontario (Ottawa); Ottawa (Carleton)

The results of surveys of early- and late-entry French immersion program graduates in Ottawa and Carleton, Ontario are reported and discussed. The majority of respondents were graduates who had transfered from early-entry immersion programs to bilingual programs in grades 7, 8, or 9, graduates of the full late-entry immersion program, and graduates who had followed high school programs emphasizing French instruction. The survey questions concerned the students' educational background, activities since leaving school, exposure to French in courses and in other situations, self-assessed French proficiency and changes in proficiency, recommendations about French instruction, attitudes about the role of universities and colleges in language instruction, and plans for the future. Results show a typical profile of a student who followed a bilingual educational path in high school, took a university program in arts or science, and had some job experience in which French was used. Most thought that French skills would be an asset in the job market and had confidence in their own language skills, despite some sense of decline in skills since leaving school. (MSE)

Day, Elaine M.
A Study of the Attitudes and Opinions of British Columbia's First Immersion Graduates.
PUB DATE- May 86
NOTE- 15p.; Paper presented at the Joint Meeting of the Pacific Northwest Council on Foreign Languages (Vancouver, British Columbia, May 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Benefits; Elementary Secondary Education; Foreign Countries; *French; Graduate Surveys; *Immersion Programs; *Language Attitudes; *Language Role; *Outcomes of Education; Self Evaluation (Individuals); *Student Attitudes; Student Educational Objectives
IDENTIFIERS- British Columbia

British Columbia's first cohort of 58 students to complete their schooling in French immersion graduated from secondary school in June 1985. A survey used student attitude and opinion scales to assess the graduates' attitudes toward various aspects of French language and culture and their self- perceptions of their knowledge of French. A student intentions questionnaire was used to gather student background information, opinions on the immersion experience, and plans for the future. The results suggest that the students leave the program with positive attitudes toward many aspects of the French language and culture and a keen awareness of the benefits of having studied in French immersion. The findings show that they use their French language skills outside of school in many different ways, largely for communicative purposes rather than for passive enjoyment, and plan to use it in many and diverse ways in the future. (MSE)

ED 273 171 HE 019 543

New Tuition Savings Plans: Stretching Tuition Bills into the Pre-College Years.

National Forum for College Financing Alternatives, College Park, MD.

PUB DATE- 1 Jun 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Federal Legislation; *Financial Policy; Higher Education; Models; Program Proposals; Statewide Planning; *Student Costs; *Tax Credits; *Tuition
IDENTIFIERS- Calvin College MI; Duquesne University PA; Michigan; New Jersey

Issues concerning new tuition savings plans are considered, along with illustrations from four plans. A prepayment model plan and an update on federal legislation affecting savings plans are also presented. Financial issues for families, tax issues, and financial issues for colleges are covered. The idea behind parental savings plans is to allow parents to "purchase" higher education at today's prices for use in the future while achieving some tax benefits. The more restrictive the policies for use and the greater the withdrawal penalties, the less financial risk there is to the plan. Key features of savings plans at Calvin College and Duquesne University and state savings plans in Michigan and New Jersey are considered. In addition to a brief overview of the plans, information is provided on purchase amounts, eligibility, price, corporate structure, withdrawal features, investment risk, transferability, and operational status. Also examined is a model plan developed by the National Forum for College Financing Alternatives. The effects that proposed tax reforms at the federal level would have on the attractiveness of college savings proposals are also addressed. (SW)

ED 273 185 HE 019 597

El-Khawas, Elaine
Campus Trends. Higher Education Panel Report Number 73.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Aug 86
NOTE- 35p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members, prepaid only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; College Administration; College Faculty; College Students; Curriculum Development; *Educational Assessment; *Educational Change; Educational Objectives; Educational Quality; *Enrollment Trends; *Higher Education; Long Range Planning; Nontraditional Students; *Outcomes of Education; Program Evaluation; Questionnaires; School Business Relationship; School Surveys; Student Evaluation; Teacher Employment; Trend Analysis
IDENTIFIERS- Excellence in Education

Trends on U.S. campuses as of 1986 are reported, with attention to campus actions on assessment and early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, changes in enrollment and finances, and international components of academic programs. A total of 365 two-year and four-year colleges and universities responded to the study questionnaire, and the data were statistically adjusted to represent national trends. Findings on the general status of colleges highlight a variety of problems: enrollments are steady or down for the majority of institutions; financial pressures are evident and are creating other problems, including inadequate student aid and uncomfortable levels of faculty compensation. Most schools have been reevaluating their curricular offerings during the past few years, and many have made changes in programs. College administrators do not currently have a definite sense of what is the best focus for assessment, and many feel existing evaluation instruments are not suitable to the broad educational purposes they consider to be appropriate outcomes of undergraduate study. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

ED 273 212 HE 019 628

Generic Baccalaureate Nursing Data Project (1983-1986). Summary Report.

American Association of Colleges of Nursing, Washington, D.C.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.

REPORT NO.- DHHS-HRA-5-D10-NU23072-03

PUB DATE- Jan 86

NOTE- 47p.

AVAILABLE FROM- American Association of Colleges of Nursing, One Dupont Circle, Suite 530, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Bachelors Degrees; Budgets; Clinical Experience; College Planning; Databases; Deans; *Education Work Relationship; Employment Opportunities; Enrollment Influences; Enrollment Trends; Faculty Development; Graduate Surveys; Higher Education; Job Satisfaction; National Surveys; *Nursing Education; School Community Relationship; *Student Attitudes; Student Development; Student Recruitment

The Generic Baccalaureate Nursing Data Project, which expanded the national database on nursing education, is described. Over a 3-year period six national surveys of deans and senior nursing students were conducted to collect data in areas including recruitment, system interrelationships (institutional, community, and/or clinical agencies), student development, career plans, and student transition into clinical practice. A total of 465 deans' questionnaires and 2,336 students' questionnaires were assessed. Information was obtained on baccalaureate enrollment trends and enrollments influences, nursing program budget and support services, faculty development and workload determinants, and collaborative arrangements between nursing programs and clinical agencies. Prior to graduation, student data reflected considerable satisfaction with students' nursing and nonnursing coursework. The majority reported growth and development in all general and nursing academic areas. Graduate surveys of the same students studied factors influencing their choice of jobs, satisfaction with job-related factors, involvement in patient care decisions, and the impact of cost-containment measures on nursing practice. Most students were employed in hospitals and indicated that they felt adequately prepared for assuming their first nursing position. (Author/SW)

ED 273 225 HE 019 641

Owings, Thomas G.
The Public's View of Higher Education: Implications for Administrators.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 5p.
CONTRACT- 400-82-0011
AVAILABLE FROM- American Association of University Administrators, P.O. Box 6221, Tuscaloosa, AL 35487 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; College Planning; *Educational Attitudes; Educational Benefits; *Higher Education; Marketing; *Public Opinion; Public Relations; Public Support; *School Community Relationship; School Taxes; *Surveys

Citizens' attitudes and opinions toward higher education are discussed, based on the results of several public opinion surveys. Before the mid-1970s little research on public opinions and attitudes toward postsecondary education was conducted in the United States. Since 1975 several states have conducted such surveys, and in 1982 the first national survey of Americans' attitudes toward higher education was conducted. General conclusions based on these state and national surveys include: citizens seem to support higher education and are willing to pay higher taxes to improve educational quality; minorities tend to express even more confidence and support for higher education than do whites; Americans still view aid to education as a priority item in their state and federal budget; most citizens believe that access to college should be available to all qualified students; and citizens view higher education as an important asset to their state and nation. Results of public opinion polls are valuable for higher education planning, including alternative plans for financing further education for students. Opinion polls can also be effective public relations devices and can provide useful information when college administrators develop a marketing strategy for their institution. A summary of nine public opinion polls is included. (SW)

ED 273 239 HE 019 655

Johnston, Lloyd D.; And Others
Drug Use among American High School Students, College Students, and Other Young Adults. National Trends Through 1985.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-86-1450
PUB DATE- 86
NOTE- 247p.; Some tables contain small print.
GRANT- 3-R01-DA-01411
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholic Beverages; *Attitudes; College Students; Drug Abuse; *Drug Use; Higher Education; High Schools; *High School Seniors; *Illegal Drug Use; Lysergic Acid Diethylamide; Marijuana; Narcotics; National Surveys; Sedatives; Smoking; Stimulants; Trend Analysis; *Young Adults

Drug use and related attitudes of U.S. high school seniors from the graduating classes of 1975-1985 and young adults in their late teens and early- to mid-twenties were studied, as part of an ongoing research project. Eleven classes of drugs were assessed: marijuana (including hashish), inhalants, hallucinogens, cocaine, heroin, other natural and synthetic opiates, stimulants (amphetamines), sedatives, tranquilizers, alcohol, and cigarettes. Several subclasses of drugs were also covered: PCP and lysergic acid diethylamide (LSD), amyl and butyl nitrites, and barbiturates and methaqualone. Attention was focused on drug use at the higher frequency levels rather than whether respondents had ever used various drugs. Of concern were: age of first use; the seniors' own attitudes and beliefs; and the attitudes, beliefs, and behaviors of others in the seniors' social environment, including perceived drug availability. The use of non-prescription stimulants, including diet pills, stay-awake pills, and pseudo-amphetamines were also reported, along with cocaine use among young people. Findings include sex differences in drug use, differences related to college plans, regional differences, and differences related to population density. The implications of findings for prevention efforts were addressed. (SW)

ED 273 252 IR 012 252

Computer Software Reviews.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

REPORT NO.- RS-86-9345
PUB DATE- Mar 86
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; *Computer Assisted Instruction; *Computer Literacy; *Computer Software; Computer Software Reviews; Elementary Secondary Education; Guidelines; Records (Forms)
IDENTIFIERS- Selection Tools

Intended to provide guidance in the selection of the best computer software available to support instruction and to make optimal use of schools' financial resources, this publication provides a listing of computer software programs that have been evaluated according to their currency, relevance, and value to Hawaii's educational programs. The introduction explains the entry format and provides keys to the codes used to describe the entries, which are listed alphabetically by title. A listing of individual program titles under the appropriate subject headings provides subject access to the alphabetical listing. Information provided for each software program in the main entry includes the title, its subject (or application) code, grade level code, the publisher, copyright date, price, hardware required, rating, a list of strengths, a list of weaknesses, comments, published reviews, suggested call number, and suggested subject heading. The guidelines used by the Computer Review Center and Clearinghouse in the Hawaii Department of Education and samples of their evaluation and request forms are included, as well as order forms for MECC (Minnesota Educational Computing Consortium) software programs and a directory of producers. (DJR)

Carey, Kevin
Librarian Satisfaction with Computer Bibliographic Searching.
PUB DATE- Apr 86
NOTE- 5p.; Paper presented at the Annual Conference of the Association of College and Research Libraries (4th, Baltimore, MD, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); Higher Education; Interviews; *Online Searching; *Online Systems; Questionnaires; *Reference Services; Search Strategies; Surveys; *User Needs (Information)
IDENTIFIERS- *Search Behavior; Search Intermediaries

Twelve online searchers in several reference departments in a major urban university library were interviewed to identify the criteria that are present in successful searches from the searcher's perspective. The study was designed to show that successful searching requires active participation by both the searcher and the patron throughout the search process. More than anything else, the interviews revealed that successful searching and librarian satisfaction mean matching the patron's expectations with those of the librarian. For the librarian, these expectations are that the patron will: be articulate and able to explain the topic in simple statements; be flexible with regard to the fee; accept some interpretations of the topic; and accept the searcher's expertise and familiarity with the computer system. The searchers feel that the patron's expectations of them are that the searcher will: understand the topic statement; know how to use the system and have the necessary technical expertise; do the search as efficiently and inexpensively as possible; explain the search results; and follow through with suggestions on other appropriate reference sources. It is suggested that it would be useful in future studies to ask both searchers and patrons parallel questions about the validity of a given search. A copy of the interview questions used and three references complete the paper. (KM)

ED 273 312 JC 860 464

Lough, Tom
Student Designed Laboratory Exercises for Physics.
Piedmont Virginia Community Coll., Charlottesville, Va.
PUB DATE- 12 May 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Community Colleges; *Laboratory Experiments; *Physics; *Science Experiments; Science Laboratories; *Student Developed Materials; *Student Research; Two Year Colleges; Two Year College Students

Student-designed laboratory exercises have become an important part of the physics classes at Piedmont Virginia Community College. Rather than filling in the blanks of a laboratory workbook, students are required to design and carry out weekly experiments which relate to the physics concepts being studied. Using computers, standard laboratory equipment, and other assorted tools and materials, students work together in teams with the teacher acting as facilitator or guide, asking questions or suggesting additional ideas for the experiments. Rather than taking their data and notes home to produce a clean report, students write their laboratory reports during lab time, reporting errors as well as successes. Though students were hesitant about the approach at first, they later adopted it enthusiastically, with many students giving the laboratory exercises the highest ratings of the course. The success of the exercises in helping students to take more ownership of the course and become more actively engaged with the content has been evidenced by long-term changes in students' investigative behavior. Guidelines for the laboratory exercises are included. (EJV)

ED 273 326 JC 860 478

Alkin, Marvin C.
Development of an Integrated Information System.
Educational Evaluation Associates, Northridge, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 20 Sep 85
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Data Collection; *Information Needs; Information Sources; *Management Information Systems; Research Problems; *Research Utilization; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

A study was sponsored by the Office of the Chancellor of the California Community Colleges to: (1) document and analyze the information needs of various groups (e.g., the legislature, state agencies, and community colleges) with respect to the state's community colleges and to prepare a matrix of information needs and uses; (2) inventory the information currently available in the Chancellor's Office and evaluate its usefulness in meeting these information needs; (3) assist the Chancellor's Office's Users and Technical Design Committees in identifying and defining data elements required to meet these needs; and (4) recommend changes in the existing information system and consider requirements for new or additional information. Data sources for the study included documents available within the Chancellor's Office and interviews conducted with community college unit administrators and representatives of appropriate external entities. The study revealed problems related to poor data quality due to lack of conscientious reporting, and to ambiguity or inconsistency in data element definitions; the inability to do longitudinal studies; failure to meet data needs due to an *inability* to *link* data sets; lack of data use; lack of outcome measures; high costs of data collection; and lack of confidence in a coordinated information system. Based on study findings, recommendations were developed concerning management and review mechanisms, modifications of the existing data system, and the improved use of information. (EJV)

ED 273 339 JC 860 498

Belcher, Marcia J.
The Performance of English as Second Language Students (ESL) on the Fall 1984 CLAST. Research Report No. 85-14.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Community Colleges; Educational Testing; *English (Second Language); Grade Point Average; *Performance Factors; Predictor Variables; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted at Miami-Dade Community College (Florida) to assess the performance of ESL students on the College Level Academic Skills Test (CLAST) and the relationship of campus location, ESL credits earned, grade point average (GPA), and developmental coursework on CLAST scores. The study focused on all students who took all four sections of the CLAST in fall 1984. Study findings included the following: (1) only about 10% of all fall 1984 test takers had enrolled in ESL courses; (2) on each of the CLAST subtests, students without ESL coursework performed better than those with ESL coursework, with the differences most evident in the essay portion of the test, and least evident in the computation portion; (3) the number of subtests a student passed seemed to bear little relationship to the number of ESL credits the student had taken; (4) students with a GPA in their ESL coursework of 3.0 or higher were more likely to pass three or four of the CLAST subtests than students with lower GPA's; (5) cumulative GPA was a better predictor of CLAST performance in writing and computation than either the number of ESL credits taken or ESL GPA; and (6) almost 75% of the ESL students had some coursework in developmental reading, writing, or computation. (EJV)

ED 273 353 PS 015 978

Ching, Leong Yin, Ed.; And Others

Preparation for Adulthood. Proceedings of the Asian Workshop on Child and Adolescent Development (3rd, Kuala Lumpur, Malaysia, April 9-14, 1984).

Malaya Univ., Kuala Lumpur (Malaysia).

PUB DATE- 84

NOTE- 636p.; For individual papers, see PS 015 979-PS 016 008.

AVAILABLE FROM- Department of Pedagogy and Educational Psychology, Faculty of Education, University of Malaya, Lembah Pantai, Kuala Lumpur 22-11, Malaysia ($15.00 in U.S. funds).

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Achievement Need; *Adolescent Development; *Behavior Patterns; Career Counseling; Career Planning; *Child Development; Child Rearing; Cognitive Ability; Cognitive Development; Cognitive Style; Community Involvement; Consumer Education; Coping; Delinquency; Disabilities; Drug Abuse; Elementary Secondary Education; Emotional Development; Family Environment; *Foreign Countries; Interpersonal Relationship; Mental Health; Personality Development; Preschool Curriculum; Preschool Education; Sex Role; *Social Change; Social Values; Stress Variables; *Technology

IDENTIFIERS- *Developmental Patterns

Attended by participants from 19 nations, this conference focused on six topics related to child and adolescent development. Major topics discussed included child development and related issues, curriculum and the adolescent, the adolescent and technological changes, and the preparation of youth for adulthood. Symposia focusing on child development considered the cognitive development of children, mental abilities of children and adolescents, and child-rearing practices. Those related to issues on child development concerned the mental health of children, the interpersonal relationships of children and adolescents, and the exceptional child. Symposia related to the curriculum and the adolescent dealt with achievement and its correlates, the Tree Drawing Test of cognitive development, and emotional and personality development. Other symposia explored the psychology of adolescents, mental health and adjustment, problems of adolescents and youths, counseling and career planning, sex roles, values, preparation of youth for adulthood, non-formal education for adolescents and youth, and community involvement in preschool education. Two workshop discussions on child development and adolescent development are summarily reported. The former dealt with cognitive development of children; mass media and the child; parenting; emotional and personality development of children; and the education of exceptional children. The latter concerned problems of adolescents; values, culture, and change in relation to adolescent development; schooling and adolescence; preparation for adulthood, and leisure and recreation. Participants' names, institutional affiliations, and addresses are listed. (RH)

ED 273 367 PS 015 992

Yoshikawa, Kimio; And Others
The Tree Drawing Test: A Measurement of Cognitive Development. Symposium III B.
PUB DATE- 84
NOTE- 33p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; *Children; *Cognitive Development; Cultural Differences; *Cultural Influences; Deafness; Elementary Secondary Education; *Environmental Influences; Foreign Countries; Indians; Learning Problems; Mental Retardation; Projective Measures
IDENTIFIERS- Chinese People; *Japanese People; Jung (Carl G); Malaysians; *Singapore; Tree Drawing Test

Reported at this symposium were investigations using the projective "Tree Drawing" test in (1) a case study of the impact of natural and cultural environments on Japanese children attending elementary and junior high schools in Singapore by Kimio Yoshikawa and K. Loganathan Mutharayan; (2) a study comparing cognitive processes of normal, mentally retarded, slow learning, and handicapped children by Shripati Upadhyaya and K. Loganathan Mutharayan; and (3) an abstract of a case study of cultural change from pre-adolescence to adolescence of Japanese students attending junior high in Singapore, by Fuminari Nagano and Kimio Yoshikawa. Providing the first quantitative analysis of the culture change of Japanese children residing in a country foreign to them, the study of children attending the Japanese School in Singapore reports the form analysis of the projective test and its relationship to cultural and ecological variables. Findings indicated that the Japanese children were maximally affected by their new environment in the first year of stay during which they became "tropicalized" in their functioning. The study of cognitive processes of normal, deaf, slow learning, and mentally retarded Malaysian, Chinese, or Indian children points out differences by psychological condition/handicap and culture in the distribution of form types and their space configurations. Findings are interpreted in terms of Jungian analytical psychology and principles of agamic psychology (Mutharayan, 1983, 1984). The study of Japanese junior high school students in Singapore indicated that across three grades the tree forms drawn changed from the juvenile to the adult type. A total of 60 percent of students in the first year of junior high drew predominantly palm trees; drawings of students in later grades revealed a re-emergence of the temperate form. (RH)

ED 273 381 PS 016 006

Palmer, Colin R.; And Others
Community Involvement in Preschool Education: Symposium VI C.
PUB DATE- 84
NOTE- 41p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Day Care; Foreign Countries; Higher Education; Individual Development; *Parent Participation; *Preschool Children; Preschool Education; Program Descriptions; *Program Development; Program Implementation; Public Agencies; Tutors; Universities
IDENTIFIERS- Agamic Psychology; *England; *Philippines; Preschool Playgroups Association

These symposium papers report (1) collaboration between the University of Bath and the Preschool Playgroups Association to develop training materials for expanding parents' awareness of their preschool children's developmental needs and ways to meet them; and (2) the development and implementation of a community-based approach to early childhood care in the Philippines. An abstract (by K. Loganathan Mutharayan) of a third presentation describes features of agamic psychology and the implication of agamic psychology for child development research. In the first paper (by Colin R. Palmer and Diana E. Dobson), the primary aim of the British materials development effort was to produce learning resources illustrating strategies currently operating in preschool groups which in various ways enable parent involvement. A secondary aim was to determine whether a voluntary organization and a university could successfully collaborate in the development of training materials for the organization. The project used a learner-centered formative evaluation model which ensured that materials met specifications. It was concluded that the collaboration was effective and the model was appropriate. Problematic aspects of the collaboration are identified. The second paper was authored by Elizabeth Protacio-Marcelino. This report of child care in the Philippines discusses the socio-economic-political background of the increased need for child care services and describes child care needs. The origin, development, and implementation of Parent's Alternative, a community-oriented program now serving the poor, deprived, and oppressed sectors of society on a long-range basis, is described in detail. Full papers for the abstracted presentations may be obtained from the editors of the conference. (RH)

ED 273 409 RC 015 886

Matthes, William A.; Carlson, Robert V.
Conditions for Practice: The Reasons Teachers Selected Rural Schools.
PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Employee Attitudes; *Faculty Mobility; Job Satisfaction; *Rural Schools; School Community Relationship; Suburban Schools; *Teacher Attitudes; Teacher Employment Benefits; *Teacher Placement; Teacher Salaries; Urban Schools
IDENTIFIERS- Teacher Surveys

The study examined whether there were differences in the reasons first-year teachers in rural, urban, or suburban schools (1) accepted their present teaching positions and (2) might consider a teaching position in another school district. Subjects were 99 teacher graduates of the Universities of Iowa and Vermont who were teaching in suburban (26%), urban (43%), and rural (30%) school districts. Respondents rated the importance of 45 reasons for accepting their present (1985) teaching position. Individuals in rural school districts rated pace of living, cost of living, and size of school as more important than did those in suburban and urban schools. Those in suburban schools rated social/cultural opportunities, community involvement opportunities, continuing education opportunities, professional autonomy, reputation of school districts, starting salary, and access to tenure higher than those in rural schools. Those teaching in urban settings rated social/cultural opportunities, professional autonomy, starting salary, and rewards higher than those in rural schools. These differences suggested that those accepting positions in rural schools were more concerned about settling into the community, while suburban/urban counterparts seemed more concerned about "professional" futures. For all settings, financial rewards and degree of support were two reasons for considering teaching positions in other school districts. Rural teachers viewed parent/community supports as important, while urban/suburban teachers considered administrative support important. (NEC)

ED 273 423 RC 015 907

Rios, Betty Rose D., Comp.
A Directory of Organizations and Programs in Rural Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Rural Education Association, Fort Collins, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 13p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Conferences; Elementary Secondary Education; Females; Foreign Countries; Higher Education; National Programs; *Organizations (Groups); *Program Descriptions; *Publications; Regional Programs; Rural Areas; Rural Development; *Rural Education; Rural Population; Scholarly Journals; *Small Schools; State Programs
IDENTIFIERS- Rural Women

Organizations and programs with a major emphasis in rural education and small schools are listed in this directory. The entries--derived from a survey conducted in late 1985 and early 1986--are listed alphabetically by state within national, regional, state, and university categories. A brief description of the activity's function is followed by the date it was established and if it sponsors an annual conference or publishes a newsletter or journal. A foreign category is included in recognition that some issues in rural education are universal. There are 82 entries listed, more than twice the number of the 1983 edition of the directory. Of the 82 activities in the directory, 60% (49) were initiated since 1980. Of the 10 state programs, only 2 existed prior to 1983. Only 10 of the 27 university-based programs existed before 1980. Only 15 activities (18%) represent national organizations or programs. Grassroots strength is shown in the state and university activities, which account for 57 (70%) of the entries. Completing the directory is a list of eight journals that are wholly or in part concerned with sharing information about rural and small schools, the populations they serve, and the settings in which they function. (JHZ)

ED 273 436 SE 046 684

Harder, Annie K.; And Others

Effectiveness of the Incentive Loan Program for Mathematics and Science Teachers--Washington State 1983-1986. Part III: Report to Washington State Legislature Incentive Loan Program for Mathematics and Science Teachers.

Washington Univ., Seattle. Coll. of Education.

PUB DATE- Jun 86

NOTE- 15p.; For parts I and II, see ED 256 627 and ED 258 823.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Secondary Education; Financial Support; *Incentives; Mathematics Education; *Mathematics Teachers; *Preservice Teacher Education; Science Education; *Science Teachers; *Student Loan Programs; Teacher Characteristics; *Teacher Recruitment

IDENTIFIERS- *Washington

The effectiveness of a loan program in providing an incentive for students to prepare for mathematics and/or science teaching in Washington State is described in this report. It is the third of a three part report to the Washington State Legislature regarding the Teacher Incentive Loan Program for Mathematics and Science. Recipients of forgiveness loans were surveyed to obtain information on: (1) the loan's role in influencing the recipient's decision to enter science and/or mathematics teaching; (2) the professional characteristics of the recipients; (3) the types of teaching positions obtained upon completion of teaching preparation programs; and (4) contrasts between recipients of loans and recipients who assumed teaching positions. Surveys were received from 197 of the 300 involved students. Half of the total number of recipients had completed their programs and about 50% were placed in full-time teaching positions. Responses suggested that the loan did not play a significant role in students' choice to major in mathematics or science but was a determining factor in the decision to remain in or enter teacher education. Placements were equally divided between mathematics and science. Gender differences were indicated with slightly more females (51%) completing the program but only 43% receiving placements and only 45% being eligible for forgiveness. (ML)

ED 273 069 EC 190 264

Klug, Beverly J.; Morrison, Patricia G.

Transdisciplinary Integrative Methods for Special Education Programming.

PUB DATE- Oct 85

NOTE- 17p.; Paper presented at the International Symposium for Exceptional Children and Youth (2nd, Bangor, ME, October 9-11, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Demonstration Programs; *Disabilities; Higher Education; *Interdisciplinary Approach; Models; Practicums; Preschool Education; Teacher Education

The Training and Learning Center (TLC), located on the campus of Southwestern Oklahoma State University provides an opportunity for special education majors to bridge the gap between theory and practice. The TLC program incorporates a transdisciplinary approach, using the services of specialists in speech and language therapy, audiology, physical therapy, and counseling in integration with special education programming for preschool handicapped children. A cooperative venture between the local public school system and the university, the program also features supportive interagency efforts. The goals for the program include making all education majors aware of handicapping conditions, providing special education majors with specific skills to work with the children, and ultimately providing a smooth transition for the handicapped child into the public school system. (CL)

ED 273 083 EC 190 278

Hill Top Spectrum Volume 3, Numbers 1-4.
Hill Top Preparatory School, Rosemont, PA.
PUB DATE- 86
NOTE- 34p.
AVAILABLE FROM- Hill Top Preparatory School, South Ithan Ave. and Clyde Rd., Rosemont, PA 19010 ($16.00 year, $4.00 each for back issues).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Adopted Children; Basketball; Classroom Techniques; *College Students; Dyslexia; Higher Education; Interpersonal Competence; *Learning Disabilities; Listening Comprehension; *Perceptual Handicaps; Personality Traits; Secondary Education; *Secondary School Mathematics; *Social Development; Special Schools

Four issues of the 1985/86 newsletter of a preparatory school for learning disabled (LD) students examine the following topics: myths and realities concerning LD students at the college level: a support group for LD students at a large state university; a developmental mathematics program; a competitive basketball program; positive personality qualities of dyslexic adults; LD socialization disorders; the relationship of organic dysfunction to social development; adopted children at risk for learning disabilities; and classroom management for students with auditory processing problems. (JW)

ED 273 199 HE 019 613

Cedergren, Kenneth W.
A Study of Business Division Core Curriculum Strengths and Weaknesses as Perceived by Graduates of the Classes of 1980 and 1981 at Roger Williams College.
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Conference of the New England Education Research Organization (Rockport, ME, April 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accounting; Bachelors Degrees; *Business Administration Education; *College Graduates; *Core Curriculum; *Course Evaluation; *Education Work Pelationship; Graduate Surveys; Higher Education; Marketing; Participant Satisfaction; Questionnaires; *Relevance (Education); Teacher Effectiveness
IDENTIFIERS- *Roger Williams College RI

College graduates' evaluations of 12 core courses in the business administration curriculum were assessed as a followup to a 1976 study. The students were bachelor's degree graduates from Roger Williams College with majors in general business administration, management, and accounting and marketing. Each course was rated on: course satisfaction, teaching effectiveness, and meaningfulness and relevance. Ratings were converted into high, moderate and low categories of priority for change according to criteria established by the investigator, and results served as a basis for recommendations. The value placed upon each course by respondents was interpreted to be indicative of the need for change. By computing an average for the respondents in each major, it could be reported whether respondents indicated a need for change in one or more of the core courses for each major. Respondents also indicated their grade point average at graduation, present work, attitudes toward their job, salaries, attempts and success in passing of professional examinations such as to become a Certified Public Accountant, broker, or Certified Management Accountant. A random sample of 101 graduates during 1980 and 1981 completed a questionnaire, which is appended, along with student comments from the questionnaire. (SW)

ED 273 297 IR 051 622

Lancaster, F. W.
Thesaurus Construction and Use. A Condensed Course.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/11
PUB DATE- Mar 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Autoinstructional Aids; Higher Education; *Instructional Materials; *Lexicography; *Subject Index Terms; Teaching Guides; *Thesauri; Visual Aids; *Vocabulary
IDENTIFIERS- *Natural Language

Prepared as a guide for the use of an instructor, this document contains two principal components: 84 "exhibits," which could be converted into slides or transparencies, and text, which explains and amplifies the exhibits. The text discusses 14 subject areas: (1) Purpose of Vocabulary Control; (2) Major Components of a Controlled Vocabulary; (3) Gathering Terms; (4) Organizing Terms; (5) The Hierarchical Relationship; (6) The Associative Relationship; (7) Characteristics of Descriptors; (8) The Entry Vocabulary; (9) Scope Notes and Identifiers; (10) Thesaurus Format and Display; (11) Growth and Updating; (12) Computer Use; (13) Vocabulary Factors Affecting the Performance of Information Systems; and (14) Natural Language Systems. In several places, the text suggests topics upon which the instructor might elaborate, and it is noted that the guide could be used for a self-study program. A 10-item bibliography is included. (KM)

ED 273 099 FL 015 914

Safwat, Yvonne; And Others

Getting Them on Their Literate Feet.

PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Adult Literacy; Class Activities; Classroom Techniques; *Educational Games; *English (Second Language); Foreign Countries; *Individualized Instruction; *Language Experience Approach; Literacy Education; Phoneme Grapheme Correspondence; Reading Instruction; Reading Readiness; *Refugees; Second Language Programs; Visual Aids

The adult English literacy program at the Phanat Nikhom Refugee Camp has developed techniques for actively engaging the sometimes reluctant students in the skill development process leading to literacy. A literacy warm-up chart used daily for five minutes develops the prereading skills of sequencing and left-to-right eye coordination; a variety of mathematical, calendar, and alphabet concepts; and self-confidence. An expansion game designed for use with the warm-up chart has students read words drawn from a box, match them with flash cards, and insert the flash cards in the appropriate pockets in a duplicate warm-up chart. Individualization by the Language Experience Approach involves creative artistic and composition activities by students, dictation, illustration, and reading of stories on a given topic. A variation on this technique requires the participation of more than one student at a time. Activities for teaching letter sounds include a racing game, a team game to identify words beginning with a particular letter, and a dart game that has several letter identification and dart throwing variations. The dart game can be adapted for other topics such as food, clothing, occupations, colors, time, places, and calendar. (MSE)

ED 273 114 FL 015 930

English Teaching Profile: United Arab Emirates.
British Council, London (England). English Language and Literature Div.
PUB DATE- May 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Administration; *Educational Strategies; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Postsecondary Education; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *United Arab Emirates

This review of the status of English language instruction in the United Arab Emirates includes an overview of the role of English in the society in general and an outline of the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, adult, and teacher). Topics covered include: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British support, and commercial opportunities related to English instruction. It is concluded that the teaching force is neither stable nor highly competent, that the effectiveness of the materials most commonly used is dependent on the inservice training of existing teachers, and that conservatism and inflexibility characterize the educational approach used, but it is noted that the Ministry of Education is supportive of English instruction and inservice teacher education. At the university level, better staffing, remedial instruction, and better support for the proposed subject area courses taught in English are recommended. (MSE)

ED 273 129 FL 015 951

Foreign Languages K-12. Minimum Standards Leadership Series.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Computer Assisted Instruction; Educational Benefits; *Educational Objectives; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Minimum Competencies; *Program Development; *Second Language Instruction; State Curriculum Guides; *State Standards

A guide to minimum standards for foreign language instruction in Ohio elementary and secondary schools is designed to asisst administrators, guidance counselors, foreign language teachers, and others involved in providing foreign language learning opportunities in the public schools. Part I examines the reasons for foreign language study and language learner characteristics. Part II discusses elements of an effective language program, including the concept of language proficiency, teaching methods, error correction and analysis, the sociocultural context of language learning, evaluating outcomes, program articulation, pre-ninth grade offerings, multilevel classes, inservice teacher education, materials and media, electronic language practice systems, and microcomputer use for instruction. Part III presents guidelines and examples for developing courses of study complying with state minimum standards. Appended materials include the American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines, the report of the Task Force for Foreign Language of the Advisory Council for College Preparatory Education, a suggested procedure for developing a foreign language program philosophy, lists of specific foreign language skill objectives, a guide to observation of a foreign language class, and a list of resources for foreign language education. (MSE)

ED 273 143 FL 015 971

Odumuh, Adama Emmanuel

On the Language-Literature Equation: Thoughts on English Language Teaching in Nigerian Universities.

PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Second Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Curriculum Design; Developing Nations; Educational Philosophy; Educational Policy; *English (Second Language); English Departments; *English Instruction; Foreign Countries; Higher Education; Language Proficiency; *Language Standardization; Language Variation; Literature Appreciation; *Pidgins; Second Language Instruction
IDENTIFIERS- *Nigeria

The structure of English departments in Nigerian universities is outlined, the English curricula of seven institutions are examined, and problems associated with English instruction in Nigeria are discussed. Nigeria is in a crisis in English teaching, with a shortage of professional language teachers, phonologists, and phoneticians, inadequate language laboratories and equipment, low student and teacher motivation, confused educational policy, indifference on the part of the government and universities, and public apathy. Controversy exists over the balance of language teaching and literature instruction and over grammar and structural approaches to teaching the language component. The most difficult problem concerns which variety of English to teach, British standard English or the Nigerian pidgin, which is currently in the first of three stages of standardization referred to by Rage (1986) as reification, totemization, and institutionalization. It is proposed that this language variety is a Nigerian cultural artifact and may hold the key to its national language policy, and that it should be accepted for pedagogical purposes. (MSE)

ED 273 158 FL 015 987

Saville-Troike, Muriel
Training Teachers to Develop the Academic Competence of LEP Students.

PUB DATE- 85
NOTE- 6p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Teacher Attitudes; *Teacher Education; *Teacher Role; *Teaching Skills

The areas of knowledge, abilities, and attitudes essential to bilingual, English-as-a-second-language, and mainstream teachers in developing the academic competence of limited-English-speaking students are outlined. The areas of knowledge include linguistic and applied linguistic concepts, reading and writing processes, instructional resources, state and local curriculum requirements and guidelines, scope and sequence of all content areas being taught to the students, curriculum design principles, and major research studies in these areas. Abilities include communication skills, appropriate use of teaching strategies for different students, interpretation of student linguistic progress, organization of learners for different purposes, asking appropriate questions at various levels of abstraction, helping students respond to different demands and apply appropriate skills, and selecting and adapting materials and methods. Attitudes include sincere interest in the education of students of varying abilities, backgrounds, and personalities, sensitivity to curriculum and materials biases and deficiencies, and flexibility in using teaching strategies. (MSE)

ED 273 172 HE 019 544

Commission for the Year 2000. Final Report.
George Washington Univ., Washington, D.C.
PUB DATE- 16 May 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Change Strategies; *College Planning; College Programs; Computer Oriented Programs; Educational Change; *Educational Quality; General Education; Higher Education; *Institutional Mission; International Education; Leadership; Liberal Arts; Planning Commissions; Private Colleges; Professional Education; Public Policy; Research; *Self Evaluation (Groups)
IDENTIFIERS- *George Washington University DC

Recommendations of the George Washington University Commission for the Year 2000 are presented, along with a description of the mission of the university. The Commission studied the missions and programs of the university and made 18 major recommendations concerning: building a university of quality and distinctive aspirations concerning international programs, the study of government, and the use of computers. Recommendations concern: building research capability, curricula and teaching, communications, the performing arts, university libraries, the Division of Continuing Education and Summer Sessions, faculty development, student financial aid and recruitment, student life, facilities, and university planning. Specific curricula and teaching concerns include general education, writing and mathematics, honors, and interschool majors. In general, the Commission's proposals are designed to achieve excellence in fulfilling the university's purposes: liberal education, education for leadership, preprofessional and professional education, and research. Appended is a summary of activities of the Commission. The use of the Commission's report for accreditation self-study is also addressed, along with information about the accreditation review and steering committee members. (SW)

The Error Prone Model and the Basic Grants Validation Selection System. Draft Final Report.
System Development Corp., Falls Church, Va.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 18 Nov 81
NOTE- 243p.
CONTRACT- 300-80-0840
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Students; *Disclosure; Eligibility; Error Patterns; *Evaluation Criteria; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; Management Information Systems; *Models; Program Administration; *Quality Control; Research Methodology; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- Fraud; *Pell Grant Program

An evaluation of existing and proposed mechanisms to ensure data accuracy for the Pell Grant program is reported, and recommendations for efficient detection of fraud and error in the program are offered. One study objective was to examine the existing system of pre-established criteria (PEC), which are validation criteria that select students on the basis of corrections they have made to their original applications. Additional objectives were to examine: the Error Prone Model (EPM) criteria used to select students on the basis of the responses on their application; PEC and EPM "splits," (recently developed criteria); and "Other Groups to Test," (additional criteria developed that are unrelated to PEC or EPM). Validation is an audit process in which selected eligible applicants must provide documentation confirming their application responses before they can receive a Pell Grant. Based on findings, 25 validation selection criteria were recommended for the 1982-1983 processing system. Nine of these criteria were from the EPM or variations of an EPM criterion, while 15 are PEC or variations of a PEC. The recommendations include only one criterion from the "Other Groups to Test." Information is included on technical issues, including file merging, sample selection, transaction selection, and variable preparation. (SW)

ED 273 253 IR 012 253

Schwartz, Ed
The Educators' Handbook to Interactive Videodisc.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-049-8
PUB DATE- 85
NOTE- 101p.
AVAILABLE FROM- Association for Educational Communications and Technology, 1126 16th Street NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Software; *Educational Television; Equipment Maintenance; *Interactive Video; *Videodisks; *Video Equipment

This overview of interactive videodisc technology is designed to assist educators in finding the appropriate equipment and software for any specific application. The handbook may also serve as a starting point for many educators who know nothing of the technology and assist them in deciding whether this technology is worth pursuing as an educational tool in specific situations. Although not comprehensive, the listings reflect a good portion of the videodisc-related products available today and the prices provide a good indication of the general price range of specific items. The handbook contains 10 chapters: (1) Introduction to Videodiscs; (2) Overview of Laser Disc Systems; (3) Selecting a Laser Videodisc Player; (4) Video Playback Units; (5) Videodisc Interface Units; (6) Disc Player Peripherals; (7) Videodisc System Packages; (8) Educational Videodisc Software; (9) Interactive Videodisc Authoring Languages; and (10) Videodisc Care and Maintenance. Appendices include directories of laser disc players; television monitors and projects; laser disc interfaces; laser disc peripherals; laser disc system packages; videodisc software (listed by subject area); videodisc mastering options; interactive authoring languages; service information; and videodisc resources, which includes a manufacturer's index. (DJR)

ED 273 267 IR 012 278

Adams, Dennis M.; And Others

Reading, Writing, and Computing.

PUB DATE- 86

NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Auditory Perception; *Comprehension; *Computer Assisted Instruction; Instructional Improvement; Language Arts; *Reading Skills; Student Motivation; Videodisks; Visual Perception; *Word Processing; *Writing Skills

Reading, writing, and computing, which are interrelated and can thrive on each other for literacy and intellectual growth, are in the process of becoming linked in instructional practice. As reading and writing become more demanding, their task is eased with computer use. The computer seems to provide the connection between composing, comprehension, and motivation, and thereby provides a highly supportive system. Reading, writing, and computing share the common skills of visual perception, auditory perception, thinking, and comprehension, and each skill reinforces the others. (Children who read and write well are the most effective in utilizing the computer.) A well presented story can do much to motivate children to write, as well as strengthen their writing skills, vocabulary development, sequential orders, organization, and creativity. The interaction possibilities presented by technology also add a unique dimension where children "enter" the story and interact with the characters. New computer controlled videodisks make it possible to store original materials in remote locations where any number of students can simultaneously access the same materials. With computers, the affective impact of literature can be made immediate, thereby promoting an individual's understanding, interest in, and desire to read. Eight footnotes are provided. (DJR)

Swigger, Keith

Librarians and Dual Career Marriages. A Study of Texas Woman's University Alumnae.

PUB DATE- 31 Jan 86
NOTE- 18p.; An earlier version of this paper was presented at the Annual Conference of the Association for Library and Information Science Education (Chicago, IL, January 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Careers; *Dual Career Family; *Females; Graduate Surveys; Higher Education; *Librarians; Statistical Surveys; Tables (Data)
IDENTIFIERS- Texas Womans University

Data concerning librarians' beliefs about possible problems associated with dual career marriages, as well as data on the educational and marital histories of librarians, were collected by a mail questionnaire distributed to a random sample of alumnae from the graduating master's classes of the School of Library and Information Studies of Texas Woman's University from 1961 to 1985. The "typical librarian," according to the data, married young and stayed married, has two children, received her professional education in her late 30s, works full-time, and finds that the only conflict between marriage and her professional and career development is the geographical limitation imposed by her spouse's job. There are no significant differences between the attitudes of single and married librarians concerning the impact of marriage on careers. (Author/KM)

ED 273 340 JC 860 499

Belcher, Marcia J.

A Longitudinal Follow-Up of Students Who Failed the CLAST in Fall, 1984. Research Report No. 86-20.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- May 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Failure; *Achievement Tests; Community Colleges; Educational Testing; Followup Studies; Longitudinal Studies; Questionnaires; Student Attitudes; Student Characteristics; *Student Reaction; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

In fall 1984, the first group of potential Miami-Dade Community College (MDCC) graduates took the College Level Academic Skills Test (CLAST) as a requirement for obtaining an associate degree or being admitted to the upper division at a state university. Of the 997 first-time test takers, three quarters passed the test. A study was conducted to follow 246 students who did not pass the CLAST through the following year to see if they reached their goal of passing the CLAST, and to assess the impact the test had on these students. A short survey was mailed to all 246 students, requesting information on their educational activities and goals; perceived reasons for not passing the CLAST the first time; subsequent success on the CLAST; reactions to failing the CLAST; and ways students would prepare better for the test. Study findings, based on a 41% response rate, included the following: (1) students failing the CLAST differed from those who passed in several ways, including the number of English as a second language credits, performance in English courses, and performance in math; (2) 162 students (66%) retook the CLAST, and 53% of these students passed; (3) of the 158 students who reenrolled at MDCC, 26% were still at the college in fall 1985; (4) 23% of the group reported having changed their goals as a result of the test; (5) students' responses to their failing scores varied from "upset," to "surprise," to "angry"; and (6) students' reasons for their failing the CLAST were also varied, with some students stating that they did not take the test seriously, while others judged the test as "unfair." The questionnaire and student responses are appended. (EJV)

ED 273 397 RC 015 418

Pitts, Ilse M.
Career Education Counseling for Migrant Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Mar 85
NOTE- 4p.
CONTRACT- NIE-400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Career Awareness; *Career Counseling; *Career Education; Elementary Secondary Education; High School Equivalency Programs; *Migrant Education; Migrant Youth; Work Experience Programs
IDENTIFIERS- ERIC Digests

With special attention to meeting the needs of migrant students who are characterized by high mobility and a high dropout rate, this digest presents an overview of career education counseling and provides guidance to assist teachers, counselors, and administrators in incorporating such counseling into their curricula. The three major career education counseling elements of career exposure, work preparation, and basic skills development are described. The three strands of career exposure are discussed: self-awareness activities, providing job and role information, and decision-making/goal-attaining activities. Through written information, interview, and job site involvement, work preparation is described as providing students with practical experience and job option awareness. Several programs which provide basic skills to youth who have left school prior to graduation (e.g., Adult Basic Education and General Equivalency Diploma) are reviewed. Grades at which the different elements should be implemented and how career education counseling is different for migrant youth are described. Discussions regarding community involvement, counselor responsibility, the incorporation of counseling elements into different curricula and existing programs, and a list of five existing migrant career education counseling programs conclude the document. (PM)

ED 273 424 RC 015 919

McNamara, Kevin T.; And Others

A Simultaneous Model of Education Supply and Demand.

PUB DATE- Feb 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cost Effectiveness; County School Districts; Definitions; Demography; *Economic Factors; Economic Research; *Educational Demand; Educational Quality; *Educational Supply; Elementary Secondary Education; Expenditure per Student; Income; *Models; Racial Composition; Rural Urban Differences; Unemployment
IDENTIFIERS- *Inputs Process Outputs Analysis; *Supply and Demand; Virginia

An economic model of educational supply and demand was tested using cross-sectional data for the 95 Virginia county school districts. Three equations were hypothesized: (1) the quantity supply functions; (2) the quantity demand function; and (3) the quality demand function. The variables in the equations are education expenditures, percent of 9th grade students graduating in 4 years, 11th grade reading achievement test scores, mean per capita income, percent of adults 25 years old or older with a high school diploma, employment rate, rural or urban district, and percent of non-white population. The model was fitted with data obtained from the 1980-81 report on local government expenditures and from the 1980-81 state department of education publication on schools. The equations were estimated with three stage least squares. The variation explained by the model (weighted R-squared) was .6328. Rank and order condition for identification were met. The results of the study suggest that decisions regarding education services can be meaningfully viewed as a simultaneous consideration of benefits and costs. (JHZ)

ED 273 437 SE 046 873

Avital, Shmuel
Fun with Mathematics. Informal Series/64.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN 0-7744-5076-2
PUB DATE- 86
NOTE- 235p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($18.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Mathematics Instruction; *Problem Sets; *Problem Solving; *Resource Materials; Secondary Education; *Secondary School Mathematics; *Word Problems (Mathematics)

The problems in this book are intended mainly for students in junior high school and junior secondary classes, but many will interest students at higher levels. Most of the problems fit quite easily into the regular curriculum, and could be used by both teachers and parents. The book has 11 chapters, all but one of which contain problems and their solutions. Four of the chapters--Search for a Numerical Pattern, Explore and Create, Strip Ornaments, and Things in Plane and Space--are directly applicable to the classroom. Two of them--Games to Play and Cutting, Moving, and Gluing--are mainly for individual enjoyment. Four chapters--Numbers Can Be Fun, Number Chains and Other Curiosities, Problems about This and That, and Tricky Things and Questions--have mixed contents, with parts directly applicable to school when associated with the appropriate topic. In the final chapter, a problem-solving approach is developed, with one or more examples showing the application of each idea to actual problems. Answers and a glossary are included. (MNS)

ED 273 055 EC 190 249

Schwartz, Phebe, Comp.
Employment Incentives Manual: How to Motivate Businesses to Hire Individuals with Disabilities.
American Council on Rural Special Education.

PUB DATE- Nov 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Employers; *Employment; Federal Legislation; Federal Programs; *Incentives; Job Placement; Legal Aid; Legislation; Professional Associations; *Resource Materials; *Rural Areas; State Programs

The manual provides information on incentives for employers and businesses hiring persons with special needs in rural areas. A list of facts is presented to dispel common myths employers may have regarding workers with disabilities. Monetary incentive programs, including federal/state programs and programs for specific disabling conditions, are reviewed. A section on resource information addresses such topics as income taxes and assistance/advocacy organizations. Job access and accommodation factors are considered as well as job placement information. Additional sections address small business ownership and self employment, computer training, employee incentives, films and videotapes on employment/accessibility, legislation related to employment aid training (including income maintenance legislation, transportation, and vocational rehabilitation). A listing of legal assistance agencies and three pages of references conclude the manual. (CL)

ED 273 070 EC 190 265

Urbain, Cathleen; Lakin, K. Charlie
Pacer Center's Research on the Effectiveness of Its Parents Training Parents Project.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 85
NOTE- 246p.; Some appended materials contain small print.
GRANT- G008300358
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Child Advocacy; *Disabilities; Due Process; Elementary Secondary Education; Organizations (Groups); Parent Attitudes; *Parent Education; *Parent Role; Program Effectiveness; Special Education; State Surveys; Teacher Attitudes
IDENTIFIERS- *Parent Advocacy Coalition for Educational Rights

The report presents eight studies on the effectiveness of the Parents Training Parents Project sponsored by the PACER Center, Inc. (Parent Advocacy Coalition for Educational Rights). The project is designed to provide information, training, and assistance to parents of handicapped children in regard to their rights and responsibilities under special education laws. The following studies are included: (1) a study of parents attending a PACER workshop and of control parents not attending a PACER workshop; (2) a retrospective study of parents who attended Levels II and III workshops (basic informational workshops); (3) a retrospective study of participants in Level IV (training of trainers); (4) a retrospective study of Level V (individual training assistance) participants ; (5) a survey of special education directors within Minnesota; (6) a survey of special education teachers within the state; (7) a survey of parent organizations throughout the United States that have received assistance from PACER; and (8) an examination of service-evaluation data collected in previous years. Extensive appendixes include sample forms, surveys, and participant questionnaires. (CL)

ED 273 084 EC 190 279

Perlman, Leonard G., Ed.; Austin, Gary F., Ed.
The Transition to Work and Independence for Youth with Disabilities.
  A Report of the Mary E. Switzer Memorial Seminar (10th, Washington,
  DC, November 13-15, 1985).
National Rehabilitation Association, Alexandria, Va.
PUB DATE- May 86
NOTE- 141p.
AVAILABLE FROM- National Rehabilitation Association, 633 South
  Washington St., Alexandria, VA 22314 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Collected Works - Proceedings (021)
DESCRIPTORS- *Community Services; *Disabilities; *Education Work
  Relationship; Futures (of Society); *Interpersonal Competence;
  Models; Postsecondary Education; Program Costs; Public Policy;
  Rehabilitation; Secondary Education; *Transitional Programs

Six papers prepared for presentations at the 10th Mary E. Switzer Memorial Seminar focus on topics related to transition from school to work and independence for disabled youth. Each paper concludes with excerpts of reviews and comments, followed by recommendations which are presented to further stimulate thinking, discussion, and action. The following authors and titles are included: "An Historical Background of Transitional Employment Programs and a Perspective on the Future" (M. Tooman); "Facing New Challenges with Old Strategies: Needed Reform in Managing Adult Services for Disabled Citizens" (R. Bruninks, K. Lakin, and B. Hill); "Public Policies Affecting Transition from School to Independence: Removing the Barriers" (R. Conley); "Costs and Other Economic Considerations in Transition Programming" (D. Hanks); "Families in the Transition Process: Important Partners" (B. Mendelsohn and J. Mendelsohn); and "Employment: A Vital Process in Transitions" (W. Kiernan). The monograph concludes with three special papers: "A Transition Initiative: Horticulture Hiring the Disabled" (C. Richman); "Federal Activities to Improve the Transition from School to Adult Services" (J. Elder); and "Some Thoughts on Transition: A Current Appraisal" (E. Martin). (JW)

ED 273 186 HE 019 598

Collins, Terence R.; And Others
Public Health Nursing Staff Health Education Attitudes.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Health Education; Higher Education; *Nurses; *Nurses Aides; Nursing Education; *Patient Education; Professional Continuing Education; *Public Health; *Staff Development

Health education attitudes toward prevention, detection, and treatment of selected chronic diseases and conditions confronting public health nursing staffs were investigated at a Florida Department of Health and Rehabilitative Services District, which is composed of 16 county public health units (CPHU). Findings were used to determine type of courses and approaches to be offered in a staff training program designed to promote the education of patients and to focus on lifestyle-related diseases. Responses to the questionnaire (68% response rate) were received from 93 public health nursing staff, all of whom were female and predominantly white (90%). The proportions were 82% nurses, 16.2% nursing aides, and 2.2% nutritionists. Respondents perceived health education as important for public health work and also wished to help patients change unhealthy behavioral practices. Findings suggest that respondents had a stronger commitment to patient education than to community education. Therefore, the staff training program focused on patient education skills building and nursing content courses related CPHU patient lifestyle and health issues. The health education methods course focused on patient education and behavior change, small group instruction techniques, and interpersonal community skills. (SW)

ED 273 213 HE 019 629

Reauthorization of the Higher Education Act, 1985. Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress. First Session (Notre Dame, Indiana, September 9, 1985; Washington, DC, September 10 and 12, 1985). Part 3.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-63-Pt-3
PUB DATE- Sep 85
NOTE- 621p.; For Parts 1 and 2, see ED 262 685-686.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; College Choice; Continuing Education; Cooperative Education; *Eligibility; *Federal Aid; *Federal Legislation; *Financial Aid Applicants; Financial Support; Government School Relationship; Hearings; Higher Education; Income; International Education; Loan Repayment; Nontraditional Students; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Higher Education Act 1965

Hearings on reauthorization of the Higher Education Act of 1965 that were held in both Notre Dame, Indiana, and Washington, D.C., in 1985 are presented. Title IV of the Act, which authorizes student financial aid programs, is the focus. The Pell Grant program is aimed at the lower-income student, and the Guaranteed Student Loan (GSL) program leverages private capital through federal guarantees. The campus-based programs and the State Student Incentive Grant program, which encourages states to set up their own grant programs, have provided aid to needy students and to middle income students who were ineligible for basic grants. During the reauthorization process, one of the major issues is who should be provided student aid. Discussion centered on whether or not eligibility should be restricted on the basis of income. A concern is whether to ration the available aid to first-time students, or whether to provide aid to older students who are returning for continuing education and career development. Subsidies to students receiving aid through the GSL program and loan repayment are additional issues, as are rationing student aid on the basis of cost of education, and the priorities of access to college versus choice. Other programs under the act include international education, cooperative education, institutional aid, and TRIO programs. (SW)

Recommendations: Health Professions Education. A Report to the Southern Regional Education Board by Its Commission on Health and Human Services.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 86

NOTE- 13p.

AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N. W., Atlanta, GA 30318-5790 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Allied Health Occupations Education; Change Strategies; Competition; Costs; Curriculum Development; Declining Enrollment; Demand Occupations; Dental Schools; *Educational Needs; *Financial Problems; *Health Personnel; *Higher Education; Low Income Groups; Medical Education; Minority Groups; Nursing Education; Pharmaceutical Education; *State Action; Student Costs; *Teaching Hospitals

IDENTIFIERS- United States (South)

Problems facing health professions schools and academic health centers that can damage health were identified by the Southern Regional Education Board, along with recommendations for action within the states. Nine problems for these schools and centers concern: declining applications and enrollments for dental schools and many schools of pharmacy, nursing, and allied health programs; declining enrollment of minority and disadvantaged students as a result of rising tuitions and loan reductions; certain professions are pressing for higher academic levels of education; young practitioners continue to choose the more lucrative specialties in medicine; teaching hospitals are losing both paying patients and staffs to more competitive community hospitals; teaching hospitals are expected to provide more indigent care; teaching hospitals may lose a portion of their teaching cost revenues from Medicare and from patients whose hospital bills are paid by business/industry; health professions curricula are oriented to younger patients rather than the elderly; and curricula emphasize illness rather than prevention. To respond to these problems, 23 recommendations are offered to state officials, boards of higher education, licensure boards, health planners and program managers, and leaders in academic health centers and professional schools. (SW)

ED 273 298 IR 051 624

Culbertson, Margaret; And Others
Architecture Research Online. A Guide for Faculty.
Houston Univ., Tex. Libraries.
PUB DATE- Apr 86
NOTE- 70p.; For a guide to searching art online, see IR 051 625.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; Architectural Research; *Architecture; Bibliographic Utilities; College Faculty; Database Producers; *Databases; Experiential Learning; Higher Education; *Independent Study; *Online Searching; Online Vendors; *Search Strategies; Study Guides; *Users (Information)
IDENTIFIERS- Avery Index of Architectural Periodicals; Bibliographic Data Bases; Boolean Search Strategy; DIALOG; Research Libraries Information Network; University of Houston TX

This document is a self-paced training packet developed for a pilot project at the University of Houston-University Park to teach architecture faculty members to do their own online searching. The training begins with general topics such as the kinds of searches that can be done most effectively online; the selection of appropriate databases to search, and the use of documentation. Basic search concepts such as database structure, Boolean operators, and search strategy formulation are also covered. Exercises give the opportunity for hands-on practice searching DIALOG databases and the Avery Index of Architectural Periodicals on RLIN (Research Libraries Information Network). Separate handouts provided include an introduction to the pilot project; a description of the policies and procedures for searching architecture and art reports online; guides to photocopy policies and services and interlibrary loan services; a search strategy worksheet; summaries of searchable indexes, Boolean operators, and online commands; and an evaluation form. (Author/KM)

ED 273 313 JC 860 465

Adams, Larry
Extended Learning Institute. Policies and Procedures Manual.
John Tyler Community Coll., Chester, Va.
PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- John Tyler Community College, Extended Learning Institute, 13101 Jefferson Davis, Chester, VA 23831 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Students; Community Colleges; Continuing Education; *Curriculum Development; Educational Radio; Educational Television; *Nontraditional Education; Program Descriptions; Student Responsibility; Teacher Responsibility; Two Year Colleges

This manual describes the Extended Learning Institute (ELI) at John Tyler Community College in Virginia. The ELI is a comprehensive program of instruction using alternative delivery systems (e.g., television, print-based, radio, and newspapers). General procedures and policies are delineated in section I, including registration and student and faculty responsibilities during and after the course. Section II examines the mission and goals of the ELI. Section III outlines course selection and development, discussing preliminary selection of the courses to be developed, criteria for course selection, agreement for the development of the course between the ELI and an interested faculty member, the faculty member's role in course development, the content and preparation of the course packet of instructional materials, course approval, review and revisions, and ownership. Finally, section IV covers course administration and delivery, including additional information on the roles and responsibilities of the faculty member; placement testing; registration; orientation; discussion sessions; ordering course materials; declaration of course length; student/faculty interaction; preparation of course materials; examinations and grading; viewing course materials; grade changes, extensions, and dismissals; refund policies; course and instructor evaluation; full-time and adjunct faculty compensation; and compensation for broadcast courses. A student information packet, evaluation instruments, and various ELI forms are appended. (LAL)

ED 273 327 JC 860 479

Charles, Richard F.; Shoenhair, Margaret T.

Access and Success for All Students.

Foothill Coll., Los Altos Hills, Calif.
PUB DATE- Apr 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Admissions Counseling; Ancillary School Services; Athletes; *College Admission; College School Cooperation; Community Colleges; Educational Counseling; Program Evaluation; School Orientation; *Student Personnel Services; *Student Placement; Student Recruitment; Two Year Colleges; Two Year College Students

An overview is provided of the efforts of Foothill College (Los Altos Hills, California) to implement more sophisticated, comprehensive, and directive student services, and of how these services will be expanded in the future. Following introductory comments on California's efforts to develop a statewide student matriculation plan, chapter 1 addresses issues and concepts related to access and success, such as changing student characteristics, the concept of matriculation, and matriculation efforts at Foothill College. Chapter 2 describes outreach activities, secondary school articulation and admissions. After chapter 3 outlines the steps involved in the pre-enrollment skills assessment and academic advisement processes, chapter 4 describes the role of "Introduction to College and Learning," a two-unit credit/no credit course focusing on college orientation, assessment and remediation of study skills, career/life planning services, and information about college programs, degrees and certificates. Chapter 5 focuses on academic standards and the monitoring of student progress. Support services provided for students are described in chapter 6, which highlights tutorial services, the Transfer Center, the Study Skills Center/Language Laboratory, and articulation services. In chapter 7, a special program for the matriculation of athletes is discussed. Chapter 8 reviews the results of initial research concerning the effectiveness of outreach and recruitment, pre-enrollment assessment and academic advising, college orientation, academic standards and progress monitoring, student services, and athlete matriculation; and notes plans to conduct a comprehensive evaluation of the programs. Finally, chapter 9 considers the future of matriculation at Foothill College. Relevant forms, additional program information, and a course outline of Guidance 50, "Introduction to College and Learning," are appended. (LAL)

ED 273 354 PS 015 979

Sigel, Irving E.; And Others
On Becoming a Thinker: A Preschool Programme.
PUB DATE- 84
NOTE- 38p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Classroom Techniques; Early Childhood Education; Educational Objectives; Educational Principles; Educational Theories; *Evaluation Methods; *Large Group Instruction; Lesson Plans; Models; Piagetian Theory; Play; Program Descriptions; *Program Development; Program Evaluation; Small Group Instruction
IDENTIFIERS- *Distancing Model (Sigel); *Representational Competence; Research Results

An inquiry-based early childhood education (ECE) program focusing on the development of representational competence, guided by principles from Piagetian theory, and based on Sigel's (1970) distancing hypothesis is described, and issues of program evaluation are discussed. Principles and aims of the ECE program are stated, including, among others, the ideas that representational competence develops fully only through a process of discrepancy resolution. Basic classroom strategies assocated with distancing procedures are described. In addition, the discussion offers eight detailed lesson plans used in the program; five are for large group activities with different foci, one is for a small group activity involving the physical construction of book-illustrated structures, and two are for free play activities. Issues related to problems in evaluating the effectiveness of

preschool interventions are briefly discussed and a model of an exemplary preschool program is provided. In particular, the discussion explores the place of theory in ECE programs, types of decisions required for establishing a conceptual model, the function of articulated conceptual systems, and, more than briefly, conceptual considerations regarding development. Also considered are program monitoring, appropriateness of evaluation to program development, research relevant to the advocated program and conceptual framework, and perspectives on program evaluation measures and data analysis. (RH)

ED 273 368 PS 015 993

Durrani, Naeem; And Others
Emotional and Personality Development: Symposium III C.
PUB DATE- 84
NOTE- 16p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Foreign Countries; Higher Education; Moral Development; *Personality; *Self Disclosure (Individuals); *Sex Differences; Sexuality; Student Attitudes
IDENTIFIERS- India

This symposium reports an investigation of correlates of self-disclosure among Indian college students, by Sarla Jawa, and provides abstracts of both a Pakistani perspective on personality and moral development, by Naeem Durrani, and a study of Indian students' attitudes toward sex, by Premala S. Kale. Findings of the study of correlates of self-disclosure indicated that low self-disclosing students were significantly more sober than high disclosing subjects. Those who disclosed less were reserved and had introverted qualities. Introverts were likely to be more contemplative, deliberative, and self-effacing, but less gregarious. Whereas low self-disclosing girls were apprehensive, apprehensive boys were high in self-disclosure. Also, girls low in self-disclosure were found to be conservative and group-dependent. Findings revealed that private areas (money, personality, body and sex) were disclosed less than public areas (attitudes and opinions, tastes and interests, and work and opinions) by both boys and girls. Females disclosed more than boys about sex and generally were higher in self-disclosure than males. Both boys and girls disclosed self most frequently to a same-sex friend, and, next in frequency, to their mothers. Girls infrequently disclosed themselves to a friend of the opposite sex, whereas boys infrequently disclosed themselves to their fathers. Boys disclosed self more frequently to an opposite-sex friend than did girls. The abstracts refer to Pakistani programs designed to facilitate children's development and adjustment, and to responses of students in Bombay answering a questionnaire after reading a news-item discussing operations restoring virginity. (RH)

ED 273 382 PS 016 007

Ismail, Maznah; And Others
Child Development: Workshop I.
PUB DATE- 84
NOTE- 18p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Children; *Cognitive Development; Developing Nations; *Emotional Development; Foreign Countries; Gifted; *Mass Media; Personality Development; Research Needs; *Special Education; Workshops
IDENTIFIERS- *Asia

Workshops on child development explored the cognitive development of children, mass media and its effects on children, parenting, the emotional and personality development of children, and educating the exceptional child, including the gifted. The discussion of cognitive development focused on the need to collect information about cognitive competence among Asian children; suggestions were made as to how a research plan might be devised. The discussion of mass media resolved to investigate why some programs and magazines are more popular among children than others. Parenting was discussed in terms of the impact of social change upon Asian families and several general issues were identified as posing particularly urgent practical problems which should be the focus of research. In the workshop on emotional and personality development, discussion centered on the learning process within three basic areas: learning about self, learning to interact with others, and learning to cope with stress. It was recommended that a study be made of children's perceptions of self and others. The discussion of special education concerned classification, diagnosis, treatment or intervention, family role, training, and public policy. Participants focused on practical ways of working within Third World countries and identified research questions contributing to such practice. (RH)

ED 273 410 RC 015 887

Appalachia: Rural Women and the Economics of Hunger. Hearing before the Domestic Task Force of the Select Committee on Hunger. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Hunger.

PUB DATE- 22 Oct 86

NOTE- 160p.; Serial No. 99-8. Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Childhood Needs; Community Programs; Economic Factors; Eligibility; Federal Programs; Females; Food Standards; *Health Needs; Health Programs; *Hunger; Infant Mortality; Infants; *Mothers; *Nutrition; *Poverty; Pregnancy; Program Descriptions; Rural Areas; Rural Economics; *Young Children

IDENTIFIERS- *Appalachia (Central); Congress 99th; Feminization of Poverty; Food and Nutrition Service; Food Stamp Program

The Domestic Task Force of the House Select Committee on Hunger met to hear testimony on women and hunger in Appalachia and on food assistance programs and legislation, including H.R. 2100, the 1985 farm bill. Introductory remarks by task force members outline the bill's food assistance provisions, which include increased funding for food stamp programs, reauthorization of surplus commodity distribution, improvement of nutrition monitoring and education programs for low-income groups, and an employment and training program for food stamp recipients. This report includes transcriptions of the hearing proceedings and numerous prepared statements from health professionals, private citizens, and local program leaders. Testimony and answers to questions by Robert E. Leard of the Food and Nutrition Service explain and defend the agency's food assistance programs and policies. Topics include definitions of hunger, health and nutritional status of the rural poor in Appalachia, infant mortality rates, health care during pregnancy, and health and nutrition for infants and young children. Several nutrition programs are briefly described, e.g., school lunch and breakfast; supplemental food for women, infants, and children (WIC); and the Buy Smart, Eat Smart campaign. (JHZ)

ED 273 200 HE 019 614

Packwood, Virginia M.; Packwood, William T.

Admission Requirements for International Students at Colleges and Universities in the United States.

REPORT NO.- ISBN-0-935725-67-9

PUB DATE- 86

NOTE- 292p.

AVAILABLE FROM- Two Trees Press, P.O. Box 8190-10, Fargo, ND 58102 ($22.95 plus shipping costs).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Admission Criteria; College Admission; *College Applicants; *English (Second Language); *Foreign Students; Grade Point Average; Graduate Study; Higher Education; Institutional Characteristics; Intensive Language Courses; Language Skills; Minimum Competencies; School Surveys; Scores; Undergraduate Study

Undergraduate and graduate admissions requirements for foreign students at more than 2,000 U.S. colleges and universities are detailed in this handbook. Based on responses to questionnaires sent to all U.S. higher education institutions, the content emphasizes minimum scores required on the Test of English as a Foreign Language, possible alternative qualifications, required grade point averages, and the existence of an intensive English program. The arrangement is by state and then alphabetically by institution, with an index by institution name. Standard information includes school location; type (private, public, undergraduate, graduate), foreign student enrollment, application deadlines, and telephone numbers for contacts. This guide is designed to supplement other sources of information on U.S. institutions. The requirements listed in the book are minimum requirements. The guide is designed to help students make better, informed decisions about schools where they might most successfully be considered for admission. (SW)

ED 273 056 EC 190 250

ACRES Rural Inservice Module Consultation--A Resource for Educators.

American Council on Rural Special Education.; Education Service District 101, Spokane, WA.

PUB DATE- Mar 83
NOTE- 142p.; Printed on colored paper.
AVAILABLE FROM- American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consultants; *Consultation Programs; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Interprofessional Relationship; Resource Materials; *Rural Areas

The resource guide is intended to promote positive relationships among special and regular class teachers in rural areas. An introductory section reviews consultation in the educational setting, noting common practices and errors in the consultation process. Seven components of the consulting process are discussed: (1) identification of students with special needs (pre-referral checklists); (2) consultation services provided by school psychologists (guidelines for working with students with learning problems, classroom management suggestions); (3) use of services of communication disorders specialists (overview of speech and language delays, alternative service delivery systems); (4) use of educational consultants in the regular classroom (special education information network); (5) consultants for hearing and visually impaired students in the mainstream (special equipment, low vision aids); (6) occupational and physical therapists as classroom consultants; and (7) social work consulting (home visits). A section on integrating special programs and a teacher's guide for structuring questions to administrators concludes the guide. (CL)

ED 273 100 FL 015 915

Kharde, Linda Smith; Corey, Kathleen
Competencies Revisited: Revising the Overseas ESL Curriculum.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Competency Based Education; *Curriculum Development; Educational Objectives; *English (Second Language); Foreign Countries; Orientation Materials; *Refugees; Second Language Programs
IDENTIFIERS- *Asia (Southeast); *Overseas Refugee Training Program
This paper reports on the review and revision of the Overseas Refugee Training Program's curriculum in English as a second language. The discussion focuses on the rationale and guidelines for the revision, the resources used to guide the process, and the criteria used in the selection of competencies. Specific intentions in revising the list of competencies included retaining the competency-based framework, focusing on the most critical competencies, developing language skills at the expense of some of the less necessary competencies, using the results of formative testing, and developing a special A-level curriculum. Competencies that were felt to be redundant, not critical for survival, or better taught stateside were deleted, reducing the number by more than one-third. Participants felt that the curriculum revision reflected the concerns of the teachers and supervisors implementing it and that it addressed the changing language needs of refugee students in the United States. The original and revised competencies at each proficiency level are outlined for comparison. (MSE)

ED 273 115 FL 015 931

Siefer, Nancy; Lenhart, Debra
Computer Literacy: Handbook to Accompany VESL Vocabulary Cards.
Maricopa Technical Community Coll., Phoenix, Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 84
NOTE- 103p.; VESL vocabulary cards are printed on colored paper. For the other manuals in this handbook, see FL 015 932-934.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Computer Literacy; Computers; Learning Activities; *Limited English Speaking; Postsecondary Education; Programing Languages; Secondary Education; Second Language Instruction; Teaching Guides; *Visual Aids; *Vocabulary Development; *Vocational Education; *Vocational English (Second Language)

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical vocabulary in computer literacy needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address the following topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary cards; the parts and functions of a computer; computer abbreviations; floppy disks; vocabulary exercises; programming languages; flowcharts; and employability skills. Additional exercises, a computer literacy vocabulary list, a resource list of additional teaching strategies for vocabulary development, and an annotated bibliography are appended. The VESL cards are printed on separate sheets at the back of the manual together with two pages of illustrations to go with the cards. (MSE)

ED 273 130 FL 015 952

Glikin, Ronda
Career Education: Foreign Languages and the Librarian.
PUB DATE- 1 Aug 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Awareness; *Career Education; Education Work Relationship; Higher Education; Industry; Job Search Methods; Job Skills; Languages for Special Purposes; *Library Instruction; *Library Materials; *Occupational Information; *Second Languages

This paper gives an account of two lectures on foreign languages and careers given by the foreign language librarian at Eastern Michigan University which emphasized the following points: print resources for job information available on campus, introducing students to career literature, broadening the perspectives of individuals who had already done some investigation into careers using languages, and strengthening ties between academic departments and the library. General information on careers involving language use and specific information on languages in business were given. The lectures were advertised on and off campus. A handout listing general information sources, actual job-search sources, references for non-teaching jobs, and sources for jobs in languages and business was distributed, and materials from a variety of campus sources were displayed. The meetings were found to be very successful in providing students and faculty access to new information. It was found that most students were poorly prepared to begin career research and were unaware of or had not used relevant campus resources. It was concluded that students, career centers, librarians, and faculty should begin the process of active career education earlier in the students' college experience, to allow for the more extensive preparation that is needed for students to compete for jobs in the field of foreign languages. A list of sources of employment information for language students and a list of occupations requiring varying degrees of foreign language proficiency are appended. (MSE)

ED 273 144 FL 015 973

English Teaching Profile: Kuwait.
British Council, London (England). English Language and Literature Div.

PUB DATE- May 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; Educational Planning; *English (Second Language); *English Instruction; Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; Secondary Education; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Kuwait

A review of the status of English language instruction in Kuwait begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system in secondary, higher, vocational, adult, and teacher education. Also discussed are characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British support, commercial opportunities related to English instruction, language research, and other sources of information. It is concluded that there is a growing need for English language instruction in Kuwait, adequate financial resources are available, a well-established infrastructure exists to support English language instruction, and the language is of great importance in business, education, science, and technology and as a lingua franca. However, the feeling that Arabic must not be usurped as the national language may be responsible for a lack of clarity in the formulation of language training needs and objectives outside the educational system. There also exists a prevailing attitude that language study is an academic exercise rather than training in a skill, and financial constraints are placed on specially designed ELT programs, with resources going for cheaper, usually inferior, language training. (MSE)

Preer, Jean, Comp.
Challenges to Higher Education. An Agenda for Future Academic Leadership.
National Univ. Continuing Education Association, Washington, DC.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Nov 84
NOTE- 13p.; Document printed on dark colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Students; College Role; *Continuing Education; Economic Development; *Educational Change; *Education Work Relationship; Government School Relationship; *Higher Education; Industry; *Leadership Qualities; Lifelong Learning; School Business Relationship; Technology Transfer; Trend Analysis

Issues for the future that face higher education and the development of academic leadership are summarized, based on a December 1984 meeting of the Project on Continuing Higher Education Leadership featuring leaders from academe, business, industry, and government. Major concerns of the meeting were: how higher education can accelerate American economic development and social progress; who most needs education for effective knowledge transfer; and the trend toward increasing numbers of adults attending college and the implications for university organization, curriculum, and resources. Other topics included: population trends, the importance of computer literacy as an employment skill, the need for rapid transfer of new knowledge, and providing lifelong educational opportunities. Five major areas for action were identified: the importance of the continuing education function to other institutional goals; the need to clarify what distinguishes continuing education in a university setting from that offered by government and industry; the task of recognizing emerging societal trends that might affect higher education; the importance of cooperative relationships with business and other groups that offer educational programs, and leadership development to promote educational programs for adults seeking higher education. (SW)

ED 273 173 HE 019 563

Age Group and Sex of Students, Fall 1985. Report No. 8-86.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
PUB DATE- Jul 86
NOTE- 717p.
AVAILABLE FROM- State University of New York, Office of Institutional Research, Albany, NY.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Groups; Annual Reports; *College Students; Community Colleges; *Enrollment Trends; Females; Full Time Students; Graduate Students; Higher Education; Males; Part Time Students; *Sex; State Colleges; *State Universities; Student Characteristics; Technical Institutes; Trend Analysis; Two Year Colleges; Undergraduate Students; Upper Division Colleges
IDENTIFIERS- *State University of New York

The 1985 State University of New York (SUNY) annual report presents majors statistical tables that cover four student characteristics: age group, sex, level (undergraduate/graduate), and load (full- and part-time). Part 1 contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount and percentage arrays of students by age group for each institution and institution type. Tables are available for undergraduates, graduates, and first-time students by load. Part 3 contains summarized historical trend data for all students from fall 1979-1985. In addition, trend data are grouped into section by level (undergraduate/graduate/first-time), and each level has both headcount and percentage distributions for total, full-time, and part-time students. Additionally, age and sex trend data are displayed by level and load indexed to fall 1979. Two age groups are used to profile this trend data: those under 24 and those age 25 and over. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1980. (SW)

ED 273 254 IR 012 254

Hawkridge, David
The High Technology Academy.
PUB DATE- Aug 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Enrichment; *Educational Change; Foreign Countries; Higher Education; *Information Technology; *Institutional Advancement; *Universities
IDENTIFIERS- *Open University (Great Britain); United Kingdom

New technology refers to computing and telecommunications technology--also known as information technology (IT)--which is used to create, store, handle, send, receive, and display information. Information technology has great potential for knowledge processing, and should be valuable for teaching. However, although IT's impact on curriculum in higher education has already been substantial, it is still insufficient: the demand is rising for people with information technology related educational qualifications and training. Efforts are being made to encourage the introduction of teaching about information technology into the curriculum, and the number and range of courses offered has increased significantly, as well as the opportunity for students to experience using IT. Academics and students alike are ambivalent about a high-technology academy. Although the attitudes of the academic staff will either facilitate or impede the adoption of IT, the national climate will be what moves institutions of higher education in the United Kingdom in the direction of a high-technology academy. (DJR)

Using Computers in Teaching: Telecourse Guide. A Pilot Project in Distance Learning by Satellite.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

PUB DATE- 86
NOTE- 100p.; This pilot project was tested in weekly 1-hour sessions between April 15 and May 20, 1986.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communications Satellites; *Computer Assisted Instruction; *Computer Software; *Distance Education; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Pilot Projects; Study Guides; *Telecourses
IDENTIFIERS- *North Carolina

Part of a pilot project in distance learning by satellite in North Carolina, this telecourse is designed to increase teachers' awareness and understanding of how to use computers and instructional software in their teaching. The six 1-hour teleconference sessions in this telecourse include "live," interactive one-way video/two-way audio communications between the presenters in the studio and teachers in the three participating schools. This printed guide, the computers and two sets of software (some run on the IBM PC, others on the Apple IIe), and the telecourse facilitator complete the project's communications/instructional system. Structured as a survey of some basic and instructional applications of the computer, the telecourse includes an orientation to computer applications in the K-12 instructional program and sessions on writing; data analysis and problem solving; data collection, analysis, and graphing; arts education; and authoring and graphing. Subject areas represented in these sessions include communication skills, science, social studies, music, foreign languages, and mathematical sciences. Designed to engage participants in active involvement as they learn, this guide includes participant objectives, a presentation synopsis, teleconference preparation and follow-up activities, independent practice/personal growth activities, and a list of references and resources for each session. Detailed instructions for using individual software packages are also provided as appropriate, and some related uses of the software may be suggested. Most of the assigned readings are appended to the manual, including the final draft of the North Carolina competency-based curriculum guide for library/media and computer skills for grades K-12. (DJR)

ED 273 283 IR 051 607

Arbelbide, Cindy Lea
Celebrate Texas. Texas Reading Club, 1986. A Planning and Programming Handbook.
Texas State Library, Austin.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 167p.; For other recent handbooks in this series, see ED 258 588-589.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Childrens Literature; Commercial Art; Culture; Elementary Secondary Education; *Library Services; *Program Development; Program Guides; Publicity; *Public Libraries; Reading Games; *Reading Programs; Recreational Reading; State History; State Programs
IDENTIFIERS- *Texas; *Texas Sesquicentennial

Designed as a guide for the children's portion of a library's year-long Texas Sesquicentennial program, this manual includes program ideas and materials for younger children, parents, and volunteers. The divisions of the 1986 Texas Reading Club are listed, and a sample registration form, junior librarian's list of duties, and volunteer registration form are provided. Samples of the following documents to be used for Reading Club administration are offered: (1) Budget Outline; (2) Texas Bibliography Review; (3) Texas Wishlist; (4) Sesquicentennial Vertical File request form; (5) Individual Program Outline; (6) Press Release Form; and (7) Media Release Form. The 12-month Sesquicentennial calendar is presented, followed by suggestions for activities based on calendar dates, statewide activities, and the Celebrate Texas bibliography. The annotated bibliography includes the addresses of the publishers and any distributors of the books listed. In addition, the handbook lists state agencies and suppliers, and provides information on Sesquicentennial logo art and "Texadillo," the Sesquicentennial mascot. Various "clip-art" graphic representations of the Sesquicentennial logo and other related subjects are appended. (KM)

Meriam, J. L.
Learning English Incidentally: A Study of Bilingual Children. Bulletin 1937, No. 15.

Department of the Interior, Washington, D.C.
PUB DATE- 38
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Students; Disadvantaged; Educational History; Educational Philosophy; Elementary Education; *English (Second Language); Error Analysis (Language); Experimental Schools; Grammar; Learning Strategies; *Mexican American Education; Mexican Americans; *Non English Speaking; Notional Functional Syllabi; Oral Language; Outcomes of Education; *Second Language Instruction; Spanish Speaking; *Vocabulary; *Vocabulary Development; Word Frequency; Writing Skills
IDENTIFIERS- California (Orange County); *La Jolla School CA

This classic study is one of a series of reports of investigations carried out during 1936 and 1937 under the "Project in Research in Universities" of the Office of Education. The report describes work done during a 6-year period (1930-36) in a school for Spanish-speaking children where English (language, spelling, writing, reading) was not taught as a subject but was acquired incidentally in the course of normal childhood activities. The work described took place at La Jolla School--which had an enrollment of approximately 180 Mexican children--in Placentia, California. Chapters 1 and 2 discuss problems of educating non-English-speaking children; Chapter 3 focuses on the problems of the Mexican American child with sections on racial background and social status, income and health handicaps, and school performance. Chapter 4 describes the school and its experimental curriculum based on four major subjects: (1) learning to play wholesome games; (2) learning to make things, both useful and ornamental; (3) learning to enjoy stories, songs, and pictures; and (4) learning about the environment affecting child life. In Chapter 5, which makes up nearly one-half the report, it is explained that English as studied in this project is largely limited to vocabulary. The chapter consists of a variety of vocabulary data collected at the school and presented in tabular form: oral vocabulary by teachers, oral and written vocabulary by pupils, and spelling and language errors by pupils. Extensive word lists and word frequencies are included along with discussion of vocabulary and language learning. Concluding chapters cover educational philosophy and administration of the school and program evaluation issues. A 116-item bibliography concludes the document. (JHZ)

Hwang, Sean-Shong; Murdock, Steve H.

The Effects of Population Interchange on Metropolitan and Nonmetropolitan Counties in Texas: An Evaluation of the Equilibrium Hypothesis.

PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Demography; *Employment Patterns; *Hypothesis Testing; *Migration Patterns; Population Trends; Rural Development; *Rural Resettlement; Rural to Urban Migration; *Rural Urban Differences; *Socioeconomic Influences; Urban to Rural Migration
IDENTIFIERS- *Equilibrium Model; Texas

To explain the migration turnaround of the 1970s, it has been suggested that the United States may be approaching an equilibrium state in the exchange of populations between metropolitan and nonmetropolitan areas. As metropolitan and nonmetropolitan areas have become more similar in population composition and industrial and socioeconomic characteristics, the people involved in interchanges between areas should be roughly equal in number and similar in characteristics. The equilibrium hypothesis was tested using county-to-county migration flows data from the 1980 census of population for Texas. Inmigrants and outmigrants in metropolitan and nonmetropolitan counties in Texas were compared in terms of their demographic, labor force and employment, and socioeconomic characteristics. Based on interchange ratios and indices of dissimilarity, the results suggest that the net impact on receiving and origin areas varies substantially from one area of the state to another. The size of flows involving nonmetropolitan areas in the State of Texas and other areas were unequal, and within-state flows and counterflows were dissimilar in the characteristics of their migrants. The results suggest the need for additional analysis of the equilibrium hypothesis and premises about the net benefits of the turnaround for nonmetropolitan areas. (JHZ)

ED 273 438 SE 046 878

Lampert, Magdalene
Knowing, Doing, and Teaching Multiplication. Occasional Paper No. 97.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jun 86
NOTE- 67p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Concept Formation; *Concept Teaching; Educational Theories; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; *Mathematics Instruction; *Multiplication; *Teaching Methods

This essay clarifies what it means to know mathematics by examining ways of knowing multiplication and explores what those ways of knowing imply for the teaching and learning of mathematics in schools. It reviews the perennial argument about whether computational skill or conceptual understanding should guide the school curriculum. A mathematical analysis of the process of multiplication, a conceptual analysis of mathematical cognition, and speculative research on classroom teaching and learning are presented to support this argument. Included are descriptions of several lessons in which children are being taught about multiplying large numbers. The descriptions focus on the connections that can be made in teaching among students' naive, concrete, computational, and conceptual knowledge. (Author)

ED 273 071 EC 190 266

Hayden, Mary F.; Lefcowitz, M. Jack
Progress Report for Student Research: Fire Safety Skills for Mentally Retarded Children.
Wisconsin Univ., Madison. School of Social Work.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 86p.
GRANT- G008302277
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Fire Protection; *Mild Mental Retardation; *Moderate Mental Retardation; *Safety Education; Secondary Education

A comprehensive fire safety skills program was evaluated with 32 moderately to mildly retarded adolescents. The program used a fire safety program manual and lessons in basic preventive fire skills, fire safety procedures, and fire escape skills. Across-group comparisons indicated differences in performance between males and females. Fire safety classes were more effective than no classes and more effective than a single exposure to the audiovisual classes. There was no difference between a group tested immediately after receiving the fire safety classes and a group receiving the classes six weeks prior to the testing. All four groups were unable to demonstrate skill retention at the 5-month followup. Appended are a manual on teaching fire safety skills to mentally retarded adults, a training packet on fire safety for mentally regarded persons, and a list of fire safety skille for posters. (CL)

ED 273 085   EC 190 281

Cooperative Program Initiatives Survey. Results of a Nation-Wide Survey to Identify Existing and Planned Collaborative Training Programs for Allied Health and Education Professionals Serving Children with Handicapping Conditions (A Component of the Project "Training Alliances in Health and Education," 1983-1986).

American Society of Allied Health Professions, Washington, D.C.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 84p.
GRANT- G008301774
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *Cooperative Education; Dental Schools; *Disabilities; Higher Education; *Institutional Cooperation; *Interdisciplinary Approach; Medical Education; National Surveys; Nursing Education; Vocational Education

In 1984, the American Society of Allied Health Professionals (ASAHP) conducted a mail survey of "Cooperative Program Initiatives"--seeking to identify current interdisciplinary training programs established to prepare both health and education professionals to meet the needs of youngsters with handicapping conditions and their families. A total of 350 survey forms were mailed to institutional members of ASAHP, the American Association of Colleges for Teacher Education, University Affiliated Facilities (UAFs), and other institutions with a high probability of conducting interdisciplinary training for professionals serving youngsters with handicapping conditions. Of the 111 survey responses received, 60 institutions reported that they are currently involved in collaborative training programs; 20 of these institutions have collaborative training initiatives between health and education, while 14 have collaborative training initiatives within either health or education. Twenty-six UAFs reported having collaborative training initiatives. Information is provided on the 60 programs, including: name and location; contact person; brief description of program; and the fields of study involved--allied health, regular education, special education, medicine, nursing, or dentistry. The survey instrument is appended. (JW)

ED 273 187 HE 019 600

Fuller, Carol H.

An Analysis of Leading Undergraduate Sources of Ph.D.s, Adjusted for Institutional Size. Revised and Expanded.

Great Lakes Colleges Association, Ann Arbor, Mich.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Aug 86
NOTE- 64p.; Revision and expansion of ED 261 605.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Doctoral Degrees; Educational Attainment; *Educational Status Comparison; Higher Education; *Humanities; *Institutional Characteristics; Liberal Arts; National Surveys; Outcomes of Education; Productivity; School Size; *Sciences; Selective Colleges; Single Sex Colleges; Specialization

Data on Ph.D. productivity during 1951-1980 for all accredited institutions are presented, along with a narrative summary. Productivity ratios were computed by dividing the average number of Ph.D.s conferred per year (1951-1980) by the average number of bachelor's degrees conferred per year (1946-1976) for each institution. Liberal arts colleges constitute about half of the most productive institutions. Very large proportions of undergraduates at the California Institute of Technology and the Massachusetts Institute of Technology earned Ph.D.s. For science Ph.D.s, the leading technical institutions were highly productive in Ph.D. production, along with a significant number of liberal arts colleges. Liberal arts colleges that were high in science Ph.D. productivity (Reed College, Haverford College, Swarthmore College, and Oberlin College) are also among the most productive in the humanities. Data are also provided on the productivity of certain women's colleges, variation in productivity across Ph.D. fields, Ph.D. productivity adjusted for institutional size, the geographic distribution of highly productive institutions, and productivity for each of the Ph.D. fields for several groups of colleges (the Seven Sisters colleges, the Big Ten universities, and the Ivy League universities). (SW)

ED 273 214 HE 019 630

Kerr, Clark
Agenda for Higher Education: Retrospect and Prospect.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jun 86
NOTE- 6p.; Paper presented to the Annual Meeting of the Southern Regional Education Board (Atlanta, GA, June 18-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Access to Education; Change Strategies; *College Planning; *Educational Change; *Educational Needs; Educational Quality; *Futures (of Society); General Education; Governance; *Higher Education; High School Graduates; Minority Groups; Preservice Teacher Education; Private Colleges; Research Universities; Resource Allocation; State Action; Statewide Planning; Womens Education

An agenda for the future of higher education that is especially appropriate for state- and institutional-level action is presented. One initiative that is important to the future of the country that can also be promoted at the federal level is improvement of the research capacity of U.S. universities. The following views are presented: the most important actions in American higher education are going to come from the states; states that have not already done so should take a careful look at their funding formulas for higher education; the quality of governance of higher education is deteriorating; teacher education needs to be vastly improved; the quality of higher education generally needs more attention; raising the rate of high school graduation should be a number one priority; attention should be directed to advancing education and opportunities for women and minorities, particularly minorities; liberal education is necessary to students, as individuals who are being prepared to live their lives in totality and not just to make a living; and private liberal arts colleges deserve to be preserved. Projections concerning research universities in the Southern Regional Education Board region are included. The wisdom of funding formulas that are based on enrollment is also questioned. (SW)

ED 273 227 HE 019 643

Bethune, Stuart B.; And Others

Students, Parents, and Financial Aid: Toward a New Definition of Independence. A Report from a National Survey.

Southern Association of Student Financial Aid Administrators.

PUB DATE- Jun 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Definitions; Dependents; Disclosure; Family Characteristics; *Financial Aid Applicants; Higher Education; National Surveys; Parent Student Relationship; Questionnaires; *Self Supporting Students; *Student Attitudes; Student Characteristics; *Student Financial Aid

Results of a 1984-1985 national study of independent students are presented, based on self-reported data from independent students. Independent students were identified by the following criteria: they were not claimed as dependent on their parents' tax returns, did not live with their parents for more than 6 weeks during 1984 or 1983, and did not receive more than $750 in support from their parents during either year. Questionnaires were mailed to 2,000 financial aid applicants, and a response rate of 42.2% was achieved. Characteristics of the respondents and their parents and sources of financial support reported by respondents are identified. Information is also provided on: changes in dependency status; the extent of purposeful manipulation of dependency status under current rules and associated attitudes and behaviors; alternative sources of funding that students deprived of aid might seek; the views of independent students on definitions of dependency; the impact that various models of the independent student definition might have on students and on dollars awarded, as well as the impacts such models might have on certain subgroups of independents. Appended are the questionnaire and detailed information on research methods. (SW)

ED 273 241 IR 012 232

Clinton, Janeen; And Others
Implementing Equal Access Computer Labs.
PUB DATE- 86
NOTE- 95p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, January 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Cost Effectiveness; *Courseware; Criteria; *Disabilities; Equal Education; *Input Output Devices; Learning Laboratories; *Microcomputers; Program Implementation; *Special Education
IDENTIFIERS- *Palm Beach County Schools FL

This paper discusses the philosophy followed in Palm Beach County to adapt computer literacy curriculum, hardware, and software to meet the needs of all children. The Department of Exceptional Student Education and the Department of Instructional Computing Services cooperated in planning strategies and coordinating efforts to implement equal access computer labs. The handout summarizes Palm Beach County's position on computer literacy for all students; summarizes the need to adapt the Palm Beach County Unified Curriculum for Computer Literacy for the different exceptionalities; provides guidelines for establishing criteria and systematic observation of students who may require adaptive devices; and provides a list of suggested hardware to place in an equal access lab with cost analysis comparisons and a partial list of suggested software to teach computer literacy to students in exceptional student education programs. Appended materials include a listing of adaptive peripheral devices for computers; a listing of Florida Instructional Technology Resource Centers; a list of applied technology resources; a selected ERIC bibliography; and a guide to special education technology prepared by Bob Reid and Diane Herrera Shepard, at the Developmental Center for Handicapped Persons, Utah State University. (Author/DJR)

ED 273 299 IR 051 625

Parkin, Derral; And Others
Art Research Online. A Guide for Faculty.
Houston Univ., Tex. Libraries.
PUB DATE- Apr 86
NOTE- 60p.
AVAILABLE FROM- For a guide to searching architecture online, see IR 051 624.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; *Art; College Faculty; Database Producers; *Databases; Experiential Learning; Higher Education; *Independent Study; *Online Searching; Online Vendors; Research Reports; *Search Strategies; Study Guides; *Users (Information)
IDENTIFIERS- Bibliographic Data Bases; Boolean Search Strategy; DIALOG; University of Houston TX

This document is a self-paced training packet developed for a pilot project at the University of Houston-University Park to teach art faculty members to do their own online searching. The training begins with general topics such as the kinds of searches that can be done most effectively online, the selection of appropriate databases to search, and the use of documentation. Basic search concepts such as database structure, Boolean operators, and search strategy formulation are also covered. Exercises give the opportunity for hands-on practice searching DIALOG databases. Separate handouts provided include an introduction to the pilot project; a guide to procedures for searching architecture and art reports online; summaries of DIALOG commands and Boolean operators; a search strategy worksheet, and an evaluation form. (Author/KM)

ED 273 314 JC 860 466

Hale, Helena, Comp.

What's Happening in Freshman Composition in the California Two-Year College: A Collection of Writing Tasks. "A Working Book."

Santa Barbara City Coll., Calif.

PUB DATE- 80
NOTE- 159p.; A Sabbatical Leave Project Report, 1979-80.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College English; College Freshmen; Community Colleges; *Freshman Composition; *Teacher Developed Materials; *Teaching Methods; Two Year Colleges; Writing (Composition); *Writing Exercises; *Writing Instruction

Designed as a looseleaf resource, a supplement to established teaching plans, and an aid to meeting individual needs, this compilation of writing exercises represents the responses of 157 teachers from 87 two-year colleges to the request, "Describe a successful writing task -- what it is, how you teach it, and why." The compilation includes tasks aimed at developing specific writing skills and combinations of skills, along with ideas on implementing the writing process as a whole. Following introductory comments, exercises are presented in the following categories: (1) getting started; (2) brainstorming; (3) choosing a topic; (4) organizing; (5) the paragraph; (6) introductions and conclusions; (7) the thesis statement and topic sentence; (8) transitions; (9) being specific; (10) theme writing, including personal experience, process, description, narration, comparison/contrast, definition, classification, argument and persuasion, logical analysis, and inferential assignments; (11) letter writing; (12) writing about poetry; (13) writing about the short story; (14) writing for publication; (15) writing an interview; (16) writing the survey and summary; (17) writing essay exams; (18) writing the research paper; (19) combination writing assignments; (20) revising; (21) reading and writing; (22) mechanics, including commas, pronouns, fragments, and modifiers; (23) usage; (24) sentence combining; (25) unity and conciseness; (26) ambiguity; (27) point of view; (28) style; (29) small group approach; (30) peer help; and (31) the whole method. A list of colleges represented and an index of contributors conclude the workbook. (LAL)

Application and Enrollment Patterns of Transfer Students, Fall 1985. State University of New York.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

REPORT NO.- SUNY-OIR-6-86
PUB DATE- Sep 86
NOTE- 596p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Applicants; *College Transfer Students; Community Colleges; Educational Mobility; Enrollment Trends; Higher Education; In State Students; Out of State Students; Private Colleges; *State Universities; Tables (Data); Two Year Colleges; *Two Year College Students; Undergraduate Students
IDENTIFIERS- *New York

Data on the application and enrollment patterns of transfer students at the undergraduate level at the State University of New York (SUNY) are presented. The basic statistics show the relation of the transfer students' prior institution, current SUNY institution, and entry level. This information is provided by individual institution, institutional type, and coordinating area. Additional statistics are provided on transfer student trends, the relationship of the associate degree to transfer, and the admissions success of transfer students. Tables presenting institutional summaries cover senior colleges, university centers, university colleges, health science centers, specialized colleges, statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Separate sections focusing on the institution attended prior to transfer provide information on student transfers from other SUNY institutions, other New York State institutions, and out-of-state institutions. Trend data are also provided with respect to full-time undergraduate credit course transfer students at senior institutions; transfer to SUNY senior institutions from SUNY two-year colleges; and enrollment of first-time, transfer, continuing, and returning students. A brief narrative summary of the data is included. (EJV)

ED 273 355 PS 015 980

Zimmer, Jurgen
Preschool Curriculum Development and Kindergarten Education Based on Life Situations: German, Asian and Latin American Experiences.
PUB DATE- 84
NOTE- 20p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Developed Nations; Developing Nations; *Educational Change; Foreign Countries; *Kindergarten; *Preschool Curriculum; Primary Education
IDENTIFIERS- *West Germany

This paper reports the reform of preschool education in Germany which began at the end of the 1960s as a curriculum reform and within 10 years had resulted in the reorganization of all kindergartens. The discussion describes features of reformed kindergartens, offers examples of educational work in reformed kindergartens, and explores the situational approach as a frame of reference for curriculum development and kindergarten reform. Concluding sections focus on experiences with the situational approach in non-European countries and, briefly, on reform as a process. Emphasis is given to the fact that curriculum development can be an impetus not only for changes in educational work but also for changes in the institutional patterns of kindergartens. (RH)

ED 273 383 PS 016 008

Keng, Chiam Heng; And Others
Adolescent Development: Workshop II.
PUB DATE- 84
NOTE- 12p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Communication Problems; Conflict Resolution; Coping; Developing Nations; Foreign Countries; Leisure Education; *Recreation; Research Needs; *School Responsibility; *Values Education; Workshops
IDENTIFIERS- *Asia

Workshops concerning adolescent development explored problems of adolescents, schooling and adolescence, preparation for adulthood, leisure and recreation, as well as values, culture, and change in relation to the development of youth. The discussion of adolescents' problems identified major problem areas, (emphasizing problems of communicating with significant others and of conflicting values), advanced proposals for alleviating some of the problems, and identified priority areas for research efforts. The discussion of schooling identified adolescent needs for which schools should be responsible as well as issues for research. After identification of several broad themes, the discusion of preparation for adulthood focused on the role of the home and delineated two problem areas in parental involvement: quality parent/child interaction and parental involvement in schools and parent-teacher associations. Here, too, areas requiring further research were identified. The discussion of leisure and recreation pointed out the need to establish through research the importance of leisure and recreational activities in reducing behavior disorders of youth. The broad discussion of values, culture, and change on adolescent development narrowed to explore value conflict and related themes, and to propose recommendations for research. (RH)

ED 273 411 RC 015 888

Reck, Una Mae Lange; And Others
A Content Analysis of Textbooks in a Southern Appalachian School District.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; Educational Needs; Elementary Secondary Education; Ethnic Bias; *Ethnic Groups; Literature; Reading Materials; Relevance (Education); Rural Areas; *Rural Education; Social Studies; Student School Relationship; Textbook Bias; *Textbook Content; *Textbook Evaluation
IDENTIFIERS- *Appalachia (South); North Carolina

Textbooks used in grades 2 through 12 in a county school system in rural North Carolina were analyzed to determine the degree of cultural congruency between school curriculum and ethnic cultural setting in Appalachia. Thirty-five elementary school reading books, high school and elementary school social studies books, and high school literature books were examined for explicit or conceivable rural Appalachian content and setting, frequency of Appalachian related items indexed, and authorship by Appalachian writers. Attention was paid to distortion, factually incorrect or incomplete statements, ethnocentric viewpoints, and the absence or imbalance of material relating to ethnic minorities. Elementary reading books contained no stories set in Appalachia and stories generally took place in urban settings. Social studies texts showed similar urban orientation and evaluative distortion of rural areas. Material about Appalachia stressed the area's deficiencies and the backwardness of its inhabitants. High school literature texts contained one short story by an Appalachian writer and no selections set in Appalachia. The content of the examined textbooks confirmed complaints of Appalachian students and parents that schools were run by and for outsiders. Selection of more balanced texts and use of supplemental reading materials were suggested to help students see school as relevant and worth continuing. A 43-item reference list concludes the document. (LFL)

ED 273 101 FL 015 916

Becker, Aliza; And Others
An Employer Needs Assessment.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Journal Articles (080)
DESCRIPTORS- *Employer Attitudes; Employer Employee Relationship; Job Applicants; Job Skills; *Language Skills; Limited English Speaking; *Needs Assessment; *Refugees; Surveys; *Vocational Education; *Vocational English (Second Language)

A Chicago vocational English language training program (VELT) conducted a needs assessment survey of employers of limited-English-proficient (LEP) workers in assembly, packing, shipping, janitorial and housekeeping, machine operation, and food preparation jobs. The purposes of the survey were to determine: (1) the employers' methods of obtaining job applicants (walk-ins, personal recommendations from staff, social service agency referrals, want ads, school job postings, union pool, and others); (2) employers' criteria for selecting and hiring LEP workers (personal recommendation, previous job application, previous U.S. work experience, native-country work experience, and others); and communication problems on the job (following directions, obeying safety regulations, understanding company policy, relations with other employees, reporting problems on the job, absenteeism/tardiness without notification, and failure to ask if something is not understood). The results were used to identify language competencies needed for obtaining and retaining jobs, to select realistic work situations for contextualizing VELT training, and to focus on areas of communication likely to cause problems in the workplace. The survey questionnaire, findings, and conclusions in each area are presented and discussed. (MSE)

ED 273 201 HE 019 615

Morrison, Jack
The Maturing of the Arts on the American Campus: A Commentary.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
REPORT NO.- ISBN-0-8191-4709-5
PUB DATE- 85
NOTE- 245p.; Foreword by Clark Kerr. This study was funded in part and partially supported by the American National Theater and Academy, The Lilly Endowment and the UCLA College of Fine Arts.
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($13.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Architecture; *Art Education; College Faculty; *College Programs; Creative Writing; *Cultural Activities; Degrees (Academic); Departments; Educational Facilities; Educational Trends; Enrollment Trends; *Fine Arts; Followup Studies; Graduate Students; Higher Education; Institutional Characteristics; Program Administration; Questionnaires; Scholarships
IDENTIFIERS- Antioch College Washington Baltimore Campus MD; Bennington College VT; Carnegie Mellon University PA; Dartmouth College NH; Duke University NC; Earlham College IN; Fisk University TN; Harvard University MA; Indiana University; Jackson State University MS

The growth of the arts in higher education during 1973-1983 was studied, based on a followup study of 17 colleges, interviews with about 80 educational leaders, and a national seminar with leading experts in the creative arts. Excluded from study were conservatories and proprietary schools. Of the 17 colleges studied in 1973, 16 continued to operate arts programs. Data collected in 1971 and 1972 and published in "The Rise of the Arts on the American Campus" in 1973 established benchmarks for the growth of the arts on campus. After reprinting historical sketches from this 1973 publication, authorities in the field offer updates for each of the disciplines, as well as views about the current condition of each art and possible future developments. Profiles of the study institutions are also updated. Findings drawn from the sketches and profiles are discussed, and a summary is provided of the national seminar on the arts in higher education. Also considered are the site visits to the colleges and interviews with the experts. Suggestions concerning major issues in the maturing process for the arts are included. Appended are the questionnaire; information about resistance to the arts; and data on degrees by field, faculty views of trends in their departments, and characteristics of U.S. graduate students. The study institutions are: Antioch College (Washington-Baltimore Campus), Bennington College, Carnegie-Mellon University, Dartmouth College, Duke University, Earlham College, Fisk University, Harvard University, Indiana University, Jackson State University, New York University, Pasadena City College, Pennsylvania State University, University of California (Los Angeles), University of California (Santa Cruz), University of Georgia, and University of New Mexico. (SW)

ED 273 328 JC 860 480

Morrison, James L.; Neal, Edward M.

The Two-Year College Course at UNC-Chapel Hill: An Experiment in Preparing Future Leaders.

North Carolina Univ., Chapel Hill.

PUB DATE- 85

NOTE- 74p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; *College Planning; *Course Content; Course Descriptions; *Futures (of Society); Higher Education; *Leadership Training; Needs Assessment; Postsecondary Education as a Field of Study; Simulation; *Two Year Colleges

The graduate-level course on the two-year college described in this paper focuses on having students create a hypothetical college, Orange County Community College (OCCC), and apply futures research techniques in the strategic planning process. Following introductory comments, course objectives are enumerated; i.e., develop a perspective of the two-year college as an organization and social institution; understand the nature of the two-year college; identify major issues facing the two-year college; and develop skill in using selected futures research methods. Methods for achieving these objectives are discussed next, including the formation of an in-class environmental scanning committee and OCCC planning committee; the use of probability-impact charts; the use of impact networks; the use of environmental analyses; and the development of the plan for OCCC. Next, student evaluations of their experience are summarized. A 13-page bibliography of works on the two-year college is presented, organized by such topics as objectives and functions, history, instruction, students, faculty, administration, and the future of the two-year college. Appendices include a study guide of questions designed to give direction to the planning committee's activities; a sample OCCC plan; a scanning taxonomy; and the guide, "How To Be an Environmental Scanning Monitor." (LAL)

ED 273 369 PS 015 994

Keng, Chiam Heng; Park, Joon Hee
The Psychology of Adolescents: Symposium IV A.
PUB DATE- 84
NOTE- 21p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Students; Foreign Countries; *High School Students; *Individual Characteristics; *Mental Health; Personality Problems; *Rural Areas; Secondary Education; *Self Concept; *Social Development; Socioeconomic Status; Student Attitudes
IDENTIFIERS- Korea; *Malaysia

These two symposium papers provide: (1) a profile of rural adolescents in Malaysia, by Chiam Heng Keng; and (2) report the findings of a study of the psychology and life of Korean children and adolescents, by Joon Hee Park. In the former report, 521 boys and 550 girls completed a checklist consisting of 195 problems and indicated problems which troubled them to some extent or troubled them greatly. Subjects ranged in age from 13 to 17 years, attended schools in three rural areas in Johor, and were predominantly from low income families. They were also enrolled in Form I through Form V of secondary school, and different in academic ability. Discussion focuses on physical and health conditions, personality, mental health, social relations, relations with the opposite sex, relations with parents, and problems related to school and studies. The study of Korean youth followed up a nationwide study suggesting that the psychology and life of Korean children and adolescents had been influenced by traditional Confucian philosophy. Findings indicated that Korean youth's psychology and life had changed between 1979 and 1984--in both desirable and undesirable directions. Discussion centers on elementary school students' life patterns and psychological experiences and on junior and senior high school students' views of the state, ethics, the home, and schooling. (RH)

Effective Service Delivery Strategies Appropriate for Specific Rural Subcultures. Sample Profiles.

Western Washington Univ., Bellingham. National Rural Development Inst.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.

Div. of Personnel Preparation.
PUB DATE- Dec 80
NOTE- 38p.; Page 35 of the original document is missing and, therefore, not included in the pagination.
GRANT- G007801686
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Disabilities; Individualized Education Programs; Inservice Teacher Education; Mainstreaming; Preschool Education; Program Descriptions; Program Effectiveness; *Rural Areas; Secondary Education; Special Education; *Teacher Recruitment; Vocational Education

Profiles are presented of programs effective in delivering special education services to students in rural areas. Projects are reviewed in terms of title, contact, strategy setting (occupations, income, special education staff, number of special education students), problem, strategy description, potential users, population affected, special requirements, cost analysis/funding requirements, and limitations. Profiles are organized according to the following topics: preschool, secondary, child find, recruitment and retention, mainstreaming, vocational education, inservice, transportation, parental involvement, grading procedures for handicapped children, dissemination of special education procedures, and support staff. (CL)

ED 273 072 EC 190 267

Implementing Effective Physical Education for Handicapped Children.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 76p.
AVAILABLE FROM- Consultant, Adapted Physical Education, Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front St., Room 1005, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; *Physical Education; State Curriculum Guides; State Legislation; State Standards; Student Evaluation
IDENTIFIERS- *Ohio

The manual was developed to assist Ohio local school personnel in meeting the needs of physically handicapped children. An initial chapter reviews federal and state laws and administrative rules. A chapter on evaluation and individualized education program development covers personnel, evaluation types, and sample procedures. Program administration and organization are considered, with sections on the team approach, organizational options, scheduling, and staff development. Program content for physical education is examined with information on instructional modifications. Medical and safety considerations are noted. A final section lists resources, including organizations and associations and special education regional resource centers. Among appended materials are a selected list of evaluation instruments with background information including author, purpose, and source; and the rules on adapted physical education services of the state of Ohio. (CL)

ED 273 116 FL 015 932

Taylor, Nancy; Lenhart, Debra
Food Service: Handbook to Accompany VESL Vocabulary Cards.
Maricopa Technical Community Coll., Phoenix, Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 84
NOTE- 101p.; Document is printed on colored paper. For the other manuals in this handbook see FL 015 931-934.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Food Service; Learning Activities; *Limited English Speaking; Postsecondary Education; Secondary Education; Second Language Instruction; Teaching Guides; *Visual Aids; *Vocabulary Development; *Vocational Education; *Vocational English (Second Language)

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical food service vocabulary needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address the following topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary cards; food service terminology; tools and equipment; weights and measures; safety; and food service occupations. A food service vocabulary list, a resource list of additional teaching strategies for vocabulary development, an annotated bibliography, the VESL flash cards (printed five to a sheet), and several illustrations to go with the cards are appended. (MSE)

ED 273 145 FL 015 974

Issues in English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, Virginia, July 24, 1985).

InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Rosslyn, VA.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

REPORT NO.- ISBN-0-89763-115-3

PUB DATE- 85

NOTE- 115p.; For individual papers, see FL 015 975-987.

CONTRACT- 400-80-0042

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Classroom Techniques; *English (Second Language); *Language Teachers; *Learning Theories; *Limited English Speaking; Minority Groups; Second Language Learning; *Teacher Education; *Teaching Methods

Papers presented in this conference report include: "Overview of Theories of Language Learning and Acquisition" (Diane Larsen-Freeman); "A Theory of Strategy-Oriented Language Development" (Michael Canale); "Motivation, Intelligence, and Access: A Theoretical Framework for the Education of Minority Language Students" (Edward De Avila); "Second Language Learning in Children: A Proposed Model" (Lily Wong Fillmore); "English Language Development through a Content-Based Approach" (Anna Uhl Chamot); "Competency Testing for Limited-English-Proficient Students" (Norman C. Gold); "Cognitive Development in Bilingual Instruction" (Kenji Hakuta); "Learning Strategy Applications to Content Instruction in Second Language Development" (J. Michael O'Malley); "University Models for ESL and Bilingual Teacher Training" (Virginia P. Collier); "Mathematics Education in a Second Language: An Instrumental and Teacher Education Model" (Gilbert J. Cuevas); "Some Common Components in Training Bilingual, ESL, Foreign Language, and Mainstream Teachers" (Denise McKeon); "Models of Inservice Teacher Training" (Carmen I. Mercado); and "Training Teachers to Develop the Academic Competence of LEP Students" (Muriel Saville-Troike). (MSE)

ED 273 160 HE 018 769

Elam, Julia C., Ed.
Blacks on White Campuses. Proceedings of a Special NAFEO Seminar (Washington, DC, March 25, 1982).
National Association for Equal Opportunity in Higher Education, Washington, D.C.
REPORT NO.- ISBN-0-8191-3268-3
PUB DATE- 83
NOTE- 112p.
AVAILABLE FROM- National Association for Equal Opportunity in Higher Education, 2243 Wisconsin Ave., NW, Washington, DC 20007 ($5.00 plus $1.00 for handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; *Blacks; *Black Students; College Administration; *College Students; Continuing Education; Cooperative Education; Educational Opportunities; Higher Education; *Racial Relations; Socialization; Student Adjustment; *Whites

Problems and possibilities for black students and administrators on white or predominantly white college campuses are explored in 11 papers from a seminar held by the National Association for Equal Opportunity in Higher Education. Strategies and recommendations for improving the quality of life for blacks at these institutions are also provided. Paper titles and authors are as follows: "University Family: Institutional Commitment to Educational Opportunities for Black Students" (Beverly Brown Dupre); "Issues That Impact on Blacks on White College Campuses" (Carole Hall Hardeman); "Blacks on White Campuses: Problems and Perspectives" (Edward Jackson); "Blacks on White Campuses: The Cooperative Education Experience" (Kenneth M. Edison); "Networks, Linkages and the Socialization of Black Educators" (William Banks); "Status of Minority Professionals on Majority Campuses: Saviors, Victims or Survivors" (Sheila J. Nickson); "An Assessment of the Role of Black Administrators at Predominantly White Colleges and Universities" (Andrew J. Chishom); "The Black Academic Administration in the White University: Problems and Possibilities of the 'Assistant to ...'" (Irving P. McPhail); and "Black Administrators in Higher Education and Their Patterns and Preferences of Participation in Continuing Education Programs" (James Washington, Jr.). (SW)

ED 273 174 HE 019 564

Adelman, Clifford, Ed.
From Reports to Response: Proceedings of Regional Conferences on the Quality of American Higher Education.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-86-300

PUB DATE- 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Academic Standards; Adult Students; Change Strategies; College Role; *Educational Assessment; *Educational Quality; Experiential Learning; Government Role; *Higher Education; Learning Experience; Minimum Competency Testing; Part Time Students; Remedial Programs; Resource Allocation; *Student Participation
IDENTIFIERS- Excellence in Education; Involvement In Learning

Proceedings of three regional conferences on the quality of American higher education are presented. Sponsored by the Office of Educational Research and Improvement, these conferences consisted of round-table discussions concerning recommendations from the national report "Involvement in Learning," as well as strategies needed to implement the recommendations. A selection of responses offered by presenters are provided for each topic. The three sets of proceedings cover involvement, expectations and standards, and assessment in higher education. In addition to background and research issues, the proceedings on involvement consider: the impact of research participation, internships, and learning communities on students; incentives for active modes of teaching; and perspectives of students, legislators, and trustees on involvement. The proceedings on expectations and standards cover: defining college-level learning, remedial education, and proficiency assessments for associate and bachelor's degrees. The proceedings on assessment consider the state and college role in assessment, as well as faculty and student roles. Finally, excerpts from presentations on three topical panels are presented: involvement of adult and part-time students, the role of counseling and advisement in higher education reform, and alternatives to formula funding. (SW)

ED 273 255 IR 012 255

Webb, Rosanna M.; Karr-Kidwell, P. J.
An In-Service: Microcomputers and Their Practical Application Levels in the Educational Process.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Input Output Devices; *Inservice Teacher Education; *Microcomputers; Preservice Teacher Education; *Programing Languages; School Districts; Workshops
IDENTIFIERS- *BASIC Programing Language; *LOGO Programing Language; PASCAL Programing Language

Intended for both preservice and inservice teachers at all levels, the inservice workshop detailed in this report focuses on the computer as an educational tool that can be utilized without gaining an expertise in the inner workings and technicalities associated with the machinery. Related equipment and terminology is introduced informally to facilitate the hands-on experience, but historical and technical aspects of the microcomputer are not covered. The 2-hour session described covers microcomputers and their practical applications for instruction. This session is organized according to the following topics: computer hardware and program disks (30 minutes); the computer as a practical tool for instruction (60 minutes); and using the computer creatively (30 minutes). Goals and objectives for the workshop are given: (1) teachers will be able to identify input-output devices associated with the operation of a microcomputer; (2) teachers will be able to identify each mode of computer-assisted instruction and name at least one classroom application for each; and (3) teachers will be able to recognize some of the particular characteristics of three of the most common programming languages used in today's schools. Information on the content to be covered is provided for each topic, together with suggestions for handouts and/or activities; an annotated list of eight suggested readings is also provided. The concluding discussion notes the need for qualified personnel to assist teachers in areas covered in this workshop, and the need for ongoing education for teachers to improve their computer skills and alleviate their anxieties. Thirteen references are listed. (DJR)

ED 273 269 IR 012 284

Havas, George D.
CAD/CAM (Computer Aided Design/Computer Aided Manufacture). A Brief Guide to Materials in the Library of Congress.
Library of Congress, Washington, D.C.
PUB DATE- Jul 85
NOTE- 10p.; LC Science Tracer Bullet.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Graphics; *Computer Oriented Programs; Conference Proceedings; Design; Engineering; *Information Services; *Information Sources; Manufacturing; Microcomputers; Periodicals; Programing; *Reference Materials; State of the Art Reviews
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Manufacturing

This brief guide to materials in the Library of Congress (LC) on computer aided design and/or computer aided manufacturing lists reference materials and other information sources under 13 headings: (1) brief introductions; (2) LC subject headings used for such materials; (3) textbooks; (4) additional titles; (5) glossaries and handbooks; (6) bibliographies; (7) state-of-the-art reviews and conference proceedings; (8) abstracting and indexing services; (9) journals that often contain relevant articles; (10) selected representative journal articles; (11) report indexes; (12 selected pamphlets and other vertical file materials; and (13) additional sources of information. (DJR)

ED 273 284 IR 051 608

Reich, Victoria Ann; Betcher, Melissa Ann
The Library of Congress Optical Disk Print Pilot Project. Staff Evaluation.

PUB DATE- Jul 85
NOTE- 22p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equipment Evaluation; Evaluation Methods; Online Systems; *Optical Disks; *Participant Satisfaction; *Pilot Projects; *Program Evaluation
IDENTIFIERS- Bibliographic Data Bases; *Library of Congress

This project was conducted April-May 1985 and involved 62 public service librarians. The evaluation goals were to involve the staff during the implementation of this new technology and to collect data on these objectives: to measure satisfaction with training, documentation, equipment, printing, and system reliability; to identify materials to be scanned; and to determine general satisfaction. Terminal logs, a message phone, three questionnaires, and group interviews were used to collect data. Staff were generally satisfied with the system, with some interesting exceptions. Staff suggestions, once implemented, will ease the incorporation of the optical disk into the library's environment. (Author)

ED 273 439 SE 046 883

Le Roux, R. G.; And Others

The South African Mathematics Olympiad: A Case Study of the Medallists from 1966 to 1983. Report O-181.

Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0279-8
PUB DATE- 85
NOTE- 91p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academically Gifted; Educational Research; Enrichment Activities; Foreign Countries; High Achievement; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Surveys; Talent
IDENTIFIERS- Mathematics Education Research; *Mathematics Olympiad (South Africa); *South Africa

Up to 10 persons a year are awarded medals for high performance in the South African Mathematics Olympiad, designed to stimulate the love for mathematics and to discover and reward youthful talent and aptitude. Questionnaires were sent to this group to ascertain their achievements, as a means of evaluating the effectiveness of the Olympiad. In the 18 years studied, there were 164 medallists (154 boys and 10 girls). Data on their background, scholastic training, academic training on the tertiary level, participation in cultural activities and sports, military service, occupations, and marital status are presented and discussed. Fifty-three percent of the medallists were in a full-time occupation, most in an engineering or math-related field. The other 47 percent were studying full time. An evaluation of the Olympiad concludes that it has been successful in meeting its aims. Recommendations for future mathematics competitions are also included. (MNS)

ED 273 131 FL 015 953

Jedan, Dieter

Do Computers Speak Our Language? "Auf Deutsch, bitte!"

PUB DATE- Apr 86
NOTE- 19p.; Version of a paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Reviews; *Courseware; *German; *Instructional Improvement; Professional Development; Second Language Instruction; State of the Art Reviews; *Teacher Developed Materials; Teaching Methods; Word Processing

This paper presents results of a review of computer software programs available for German instruction and of informal interviews with German faculty in high schools, colleges and universities with regard to their computer needs. Most computer software currently available commercially is of the drill and practice type, with a focus on grammar and vocabulary learning, not on reading comprehension, dictation, translation, and other skills. Some excellent in-house courseware has been developed by university foreign language departments which could be available through networking with colleagues in those departments. (Addresses and contact persons are provided in the text of the document.) It is probable that the following technological developments will be available in the near future: (1) inclusion of more imaginative software packages with new foreign language textbook editions and releases; (2) quality voice synthesis in the foreign language directly from the computer; (3) error specific programs that tell the students about their errors; (4) pronunciation assessment software; and (5) programs whereby students can carry on a conversation with the computer. Until software that speaks German is available, teachers are advised to familiarize themselves with computers and their potential, establish networks and newsletters, and sponsor workshops and demonstrations to familiarize themselves with the computer technology and software currently available. A guide to foreign language software vendors and a selected list of software in foreign language are appended. (MSE)

Refinements to NCHEMS Data Base Software and Holdings, FY82.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Databases; *Data Collection; *Higher Education; *Information Centers; *National Surveys
IDENTIFIERS- *National Center for Higher Educ Management Systems

Holdings of the National Center for Higher Education Management Systems (NCHEMS) and fiscal year (FY) 1982 data acquisitions and software enhancements are discussed. NCHEMS holds many years of data from surveys conducted by the National Center for Education Statistics, the National Science Foundation, the Bureau of the Census, and the Department of Commerce. NCHEMS has also built a base of standardized software to increase the productive capability of the NCHEMS staff. Enhancements to the standard software available at NCHEMS have been accomplished through: in-house development of new programs, addition of enhancements to in-house developed programs, and installing or enhancing externally-purchased programs. The most critical of new programs developed in-house is used to calculate and assign institutional classification according to the system developed at NCHEMS in the late 1970s. Frequent demand for counts of degree programs of different sorts led to the development of a general purpose program to generate a master file containing counts at the four-digit level for all bachelor, master, and doctoral programs recorded in the Higher Education General Information Survey earned degrees survey. Data sets that were acquired in FY 1982 are listed. (SW)

ED 273 215 HE 019 631

Frierson, Henry T., Jr.
Black North Carolina Medical Students' Perceptions of Peer and Faculty Interactions and School Environments.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Sociological Society (New Orleans, LA, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Black Teachers; College Environment; Higher Education; *Medical School Faculty; *Medical Students; *Peer Relationship; *Racial Bias; Student Attitudes; *Teacher Student Relationship; Whites
IDENTIFIERS- Duke University NC; East Carolina University NC; *North Carolina; University of North Carolina; Wake Forest University NC

Medical students' perceptions of the college environment and interactions with peers and faculty were studied at the University of North Carolina, Duke University, Wake Forest University, and East Carolina University. A total of 76 black medical students (65% of the 117 black students in North Carolina's four medical schools) responded to a questionnaire in 1980. Results indicated that large levels of expressed negativism by black medical students was associated with white faculty (i.e., various forms of behavior by white faculty were perceived to cause negative responses). This was in sharp contrast to findings related to black faculty. Students responded to questions using a Likert-type scale about: how often they experienced verbal or nonverbal behaviors from white and black professors that generated negative responses (either internally or externally); how often the general behavior of their medical school professors and peers effected negative responses; how often black medical students were treated positively by white and black faculty; the extent to which they felt ignored in labs by faculty or assistants; perceptions of biased grading; perceptions of racially biased comments and actions in clinical settings; and stress in relation to academics and finances. (SW)

ED 273 228 HE 019 644

Ray, Rose E.; And Others
Retention on the Commuter Campus: No More Revolving Doors.
PUB DATE- 23 Apr 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Students; *College Transfer Students; *Commuter Colleges; *Developmental Studies Programs; Higher Education; Longitudinal Studies; *Outcomes of Education; *School Holding Power
IDENTIFIERS- *Purdue University Calumet IN

Retention of college students in a special developmental program in the School of General Studies at Purdue University, Calumet (Indiana), was studied. Data were gathered from fall 1981 through spring 1984 on 245 students who completed developmental studies program requirements (24 hours) and transferred to a degree-granting school. Success was empirically defined as completing a "C" or higher grade in the first semester after transferring to a degree-granting school. Of the 245 students, 22% transferred to the School of Liberal Arts and Sciences (LAS), and 78% transferred into the School of Professional Studies (SPS). Sixty-two percent of these students earned a "C" or better in the degree-granting school. The success rate of students varied according to the school to which they transferred. In LAS, 76% were successful; in SPS 58% were successful. Other data indicate that performance in the 24-hour developmental sequence is related to success in the degree-granting schools. For example, 78% of students who were successful in English 100 or English 104 while in the School of General Studies later earned a "C" or better in their first semester in a degree-granting school. A discriminant analysis using Scholastic Aptitude Test scores and California Achievement Test scores was also conducted to determine what variables differentiate the successful group. (SW)

ED 273 242 IR 012 236

Atwood, Nancy K.; Hiller, Jack H.

Managing Training of Military Units: Development of a Management Information System.

PUB DATE- Apr 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Databases; Data Collection; Formative Evaluation; *Management Information Systems; *Military Training; *Program Development; *Program Effectiveness; Systems Analysis; *Systems Development; *Training Objectives

IDENTIFIERS- Army

An automated management information system was developed for planning and scheduling unit training in a U.S. Army infantry division. The primary goal of the project was to test the feasibility of the concept for a computer-based management information system. Specific objectives were to integrate information on personnel, training, and logistics required for training management and to support targeting of training activities based on priorities, needs, and resources. The methods used for system design included a detailed requirements analysis, a prototype of a selected battalion, and formative evaluation by an independent agency to test the concept and identify strengths and weaknesses for project improvement. The system included a minicomputer, 13 terminals plus 3 portable microcomputers, 10 dot matrix printers, and a letter quality printer. Data were collected for evaluation via questionnaires administered before and after installation, observations, computer usage records, and user testing on system tasks. It was found that soldiers could learn to use the system, and that both management of training and communication within the battalion could be improved by using the system. This report concludes by discussing the importance of the effort and outlining future directions for research and development. (DJR)

ED 273 300 IR 051 626

Oliver, James W.; And Others
Chemistry Research Online. A Guide for Faculty.
Houston Univ., Tex. Libraries.
PUB DATE- Apr 86
NOTE- 59p.; For a guide to searching pharmacology online, see IR 051 627.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; *Chemistry; College Faculty; Database Producers; *Databases; Experiential Learning; Higher Education; *Independent Study; *Online Searching; Online Vendors; Research Reports; *Search Strategies; Study Guides; *Users (Information)
IDENTIFIERS- Bibliographic Data Bases; Boolean Search Strategy; Chemical Abstracts Service; DIALOG; *University of Houston TX

This document is a self-paced training packet developed for a pilot project at the University of Houston-University Park to teach chemistry faculty members and research assistants to do their own online searching. The training begins with general topics such as the kinds of searches that can be done most effectively online, the selection of appropriate databases to search, and the use of documentation. Basic search concepts such as database structure, Boolean operators, and search strategy formulation are also covered. Exercises provide the opportunity for hands-on practice searching CAS (Chemical Abstracts) online. Separate handouts provided include an introduction to the pilot project; a guide to procedures for searching chemistry reports online; summaries of CAS commands and Boolean operators, and an evaluation form. (Author/KM)

ED 273 315 JC 860 467

Nusz, Phyllis Jane

Development of Guidelines for the Establishment and Operation of a California Community College Foundation.

PUB DATE- Apr 86
NOTE- 75p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrator Attitudes; *Community Colleges; Donors; Educational Finance; *Philanthropic Foundations; *Private Financial Support; *Program Development; Public Relations; Questionnaires; Two Year Colleges
IDENTIFIERS- *California

A study was conducted to research and develop guidelines for the establishment and operation of a California community college foundation. The study involved a review of state regulations for the establishment of a non-profit foundation, a literature review, participation in two fund-raising seminars, personal interviews with foundation staff at two universities and with the staff of the Community Development Program at Bakersfield College, and a survey of 107 California community college presidents conducted to determine perceptions of the characteristics and functions of an effective foundation. Study results included the following: (1) foundations can be designed specifically for a special interest group or as one main organization supporting all aspects of the institution; (2) foundations need well-established policies and procedures for receiving gifts; and (3) colleges felt they had better control of the operation if only one board of directors was established per institution, with interest groups working under the umbrella organization. Based on study findings, guidelines for the development of a foundation were prepared, covering the areas of organizational planning and implementation, general operating procedures, fundraising activities, and public relations activities. A literature review, the survey instrument, and "Guidelines for the Establishment and Operation of a California Community College Foundation" are included in the study report. (LAL)

ED 273 342 JC 860 502

Tucker, Debbie
The Survey as a Part of Strategic Planning.
PUB DATE- 3 Oct 86
NOTE- 29p.; Paper presented at the Annual Conference of the Academic Library Association of Ohio (Columbus, OH, October 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Libraries; College Planning; Community Colleges; *Learning Resources Centers; Library Research; Library Services; Library Surveys; Questionnaires; Student Attitudes; Technical Institutes; Two Year Colleges; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Cincinnati Technical College OH

A study was conducted at Cincinnati Technical College (CTC) to determine why students were underutilizing the Learning Resource Center (LRC), as well as to assess the opinions of students who did use the collection and services of the LRC. Telephone surveys were conducted by LRC staff members with 142 of 360 randomly selected students in the study population. Study findings included the following: (1) 64.8% of the respondents had used the LRC during the preceding two terms, with the highest usage among Health majors; (2) the LRC was used most frequently as a place to study; (3) 44.6% of the respondents used reference materials, 38% used a photocopier, and 37% checked out books for class; (4) only 3.5% reported dissatisfaction with the materials available; and (5) 78% of the nonusers said the reason they did not use the LRC was that class assignments did not require it. The interview schedule is attached. (LAL)

ED 273 356 PS 015 981

Gunarsa, Singgih D.; And Others
Cognitive Development of Children: Symposium I A.
PUB DATE- 84
NOTE- 5p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; *Cognitive Ability; *Cognitive Development; *Cognitive Style; *Concept Formation; Foreign Countries; Preschool Children; Preschool Education; *Socioeconomic Status
IDENTIFIERS- Developmental Patterns; Indonesia (Jakarta); West Germany

Abstracts of two symposium papers are provided, giving: (1) the results of a study of the effect of child-rearing practices on the cognitive development of children under 5 years of age in Jakarta; and (2) the results of an investigation of West German preschool children's preferences and abilities in relation to conceptual styles. Comparing 100 mothers of high socioeconomic status to 100 of low socioeconomic status, the first study (by Singgih D. Gunarsa of the University of Indonesia) found that children of high SES had better facilities, a more stimulating environment, and more varied life experiences. They also began to speak earlier than low SES children. The second study (by Matthias Petzold of the University of Dusseldorf, West Germany) found a distinction between children's preferences and components of competence and confirmed the assumption that cognitive competence influences children's preferences. A redefined analysis of the preference components suggested that there are no stable cogntive styles in childhood. The full papers are available from the editors of the conference. (RH)

ED 273 384 PS 016 020

Swadener, Elizabeth Blue

Implementation of Education That Is Multicultural in Early Childhood Settings: A Case Study of Two Day Care Programs.

PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; *Cultural Interrelationships; Curriculum Evaluation; *Day Care Centers; Early Childhood Education; Educational Environment; Educational Policy; Ethnicity; Ethnography; *Humanistic Education; *Interpersonal Competence; Mainstreaming; *Multicultural Education; Preschool Education; Program Evaluation; Sex Differences; Sex Stereotypes; Student Reaction

An ethnographic study of two mainstreamed, multicultural day care centers was conducted over a school year. Children's responses to formal and informal curricula dealing with aspects of human diversity such as race, ethnicity, gender, and exceptionality, were analyzed, as were children's interaction patterns. The data revealed that although both programs emphasized acceptance of individual differences, few planned activities dealt with race or cultural diversity. Activities were more appropriate for "human relations" education than "multicultural" education. The use of nonsexist language and materials and teachers' attempts to prevent gender stereotyping were found to have positive, though limited, effects. Children at both centers appeared to accept their mainstreamed peers, with cross-ability interactions improving over the year. (Author/HOD)

ED 273 399 RC 015 867

Florey, Janice E.; And Others
Identification of Gifted Children among the American Indian Population: An Inservice Model.
PUB DATE- May 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Education; American Indians; Bias; *Cognitive Style; *Cultural Differences; Cultural Traits; Culture Fair Tests; Elementary Secondary Education; *Gifted; *Inservice Teacher Education; Mexican Americans; Mexicans; Minority Groups; Racial Differences; Referral; Student Characteristics; *Talent Identification; Teacher Role; Testing

An inservice training program designed to help teachers identify culturally different gifted students is described in this report, which provides specific information about identifying gifted Native Americans. Introductory material summarizes some research on the learning and behavioral characteristics of Native Americans as they differ from the predominant culture. The findings reported include reliance on non-verbal communication, use of undetailed verbal accounts, noncompetitiveness, belief in mythology rather than science, preference for anonymity and submissive behavior, and superior visual discrimination and fine motor skills. The remainder of the report outlines an inservice model which includes information on Native American values and learning/thinking styles, referral characteristics of gifted Native American students, screening and assessment procedures, culturally fair testing practices, and goals of the gifted program. Referral characteristics discussed include perceptiveness in judging environmental situations, strong creative abilities, and leadership skills within the individual's own cultural group. Lists of recommended tests include 12 tests of cognitive thinking, 4 of creative thinking, 3 of affective skills, and 7 qualitative measures such as student grades and parent questionnaires. The report's 17-item reference list is augmented by an appended bibliography which lists over 70 references on the culturally gifted individual; 23 are specific to American Indians and 14 to Mexicans and Mexican Americans. Information for the classroom teacher and handouts for teachers are also appended. (JHZ)

Duryea, Elias J.; And Others

Health Promotion Efforts in an Isolated Hispanic Community: The Mora Substance Abuse Prevention Project.

PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Advancement of Health Education (Cincinnati, OH, April 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; Community Cooperation; *Community Involvement; Cultural Isolation; Drinking; *Drug Education; Drug Use; Ethnic Groups; Health Education; *Hispanic Americans; Marijuana; *Rural Areas; Rural Schools; Secondary Education; Secondary School Students; Small Schools
IDENTIFIERS- *Health Promotion; Isolation (Geographic); *New Mexico (Mora County); Substance Abuse

An alcohol and drug use education program was developed by teachers and administrators in Mora, a small, isolated Hispanic community in northern New Mexico, in cooperation with the town's public health nurses and a University of New Mexico research team. Pre- and posttests were given to 150 students in grades 7-9 in the Mora Public Schools to assess: behavioral intent for accompanying drinking drivers and experimenting with pills, knowledge of alcoholic content of beverages, perceived impairment of driving ability from marijuana smoking, frequency of drinking to excess, and frequency of accompanying drinking drivers. Teachers kept logs of drug/alcohol related incidents. Treatment exercises were given to students after teachers received inservice training in their use. Health promoting outcomes included favorable changes in behavioral intent for riding with impaired drivers. Interviews with teachers and officials suggested that health behavior variables such as peer pressure were not sufficiently impacted by treatment exercises. Previous attempts by health educators had failed in this close-knit, culturally isolated town; but, this program was accepted because the research team observed cultural strictures, was introduced by an accepted individual, and prompted community responsibility for resolving the problem. Appended tables include pre- and posttest results, sample reporting forms, and teacher reports of substance misuse incidents. (LFL)

ED 273 086 FL 014 915

Cabrera, Ileana; And Others
Estudio del campo ocupacional del traductor en Santiago de Chile (A Study of Opportunities for Professional Translators in Santiago, Chile).
PUB DATE- Mar 84
NOTE- 109p.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Careers; *Consultants; Degrees (Academic); *Education Work Relationship; *Employment Opportunities; Foreign Countries; Higher Education; *Interpreters; Professional Services; Surveys; Technical Writing; *Translation
IDENTIFIERS- *Chile (Santiago)

A study of translation as a profession in Chile covered two areas: a diagnostic study of the real need for literary, scientific, and technical translations, and a followup study of graduates of the translation degree program at the Catholic Pontifical University of Chile (Santiago). The analysis considered the relationship between the need for translation and the number of available translators; the connection between working conditions offered and the expectations of certified translators; and the correspondence between the characteristics of the requested translation and the type of service the translators could give. To determine the supply of translators and the demand for translations in Santiago from April to November 1983, questionnaires were sent to translation professors, graduates, and employers in the private and public sectors. Analysis of the data yielded the following findings: (1) only 26 percent of the businesses contacted use professional translators; (2) only 31.5 percent of licensed translators are employed specifically as translators; (3) many graduates, especially women, have to take positions as bilingual secretaries; (4) in Santiago, self-employed consultants are most likely to work as professional translators; (5) there is no organization to put businesses or organizations in contact with available translators; and (6) the university adapts its curriculum to market needs, and it is open to the desire expressed by some translators for advanced courses in technical or scientific writing. (AMH)

ED 273 102 FL 015 917

Willems, Gerard M., Ed.; Riley, Philip, Ed.
Communicative Foreign Language Teaching and the Training of Foreign Language Teachers.
Interstudie Inst. for Teacher Education, Nijmegen (Netherlands).
REPORT NO.- ISBN-90-71032-01-9
PUB DATE- 84
NOTE- 219p.; For individual chapters, see FL 015 918-928.
LANGUAGE- English; French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Cultural Influences; Instructional Materials; *Language Teachers; Second Language Learning; Social Influences; Student Centered Curriculum; *Teacher Education; *Teaching Methods

A collection of papers concerning the communicative approach to second language instruction and the language teacher's training includes: (1) "Relationships between the Teacher, the Learner and Methods in Foreign Language Teaching: Some Basic Considerations," by F. Martin-Molero; (2) "Les Cloisons Etanches entre les Didactiques (The Tight Partitioning of Methods)," by Jan P. Menting; (3) "Your Slip is Showing: Communicative Interference in Second Language Learning," by Philip Riley; (4) "The Communicative Approach to Foreign Language Teaching: The Teacher's Case," by Dora Dolle and Gerard M. Willems; (5) "Mixed-Ability Foreign Language Teaching and the Communicative Approach: The Pupil's Case," by Gerard M. Willems; (6) "Comprehension de Textes et Actes de Parole (Understanding a Text and Speech Acts)," by Jan P. Menting; (7) "The Socio-Cultural Dimension of Integrated Language Studies," by David Whybra; (8) "Using Your Textbook Communicatively," by Wendy Scott and Ninian Millar; (9) "Primary English and a Communicative Approach," by Wout de Jong; (10) "Video Sequences and Creativity in Communicative Language Teaching," by David Whybra and Jerg Prinzing; (11) "Student-Centred Testing: Assessing Communication in Progress," by Andrew Harrison; and (12) "The Communicative Approach. An Introductory Bibliography," by Philip Riley. (MSE)

Texas Academic Library Statistics. 1985.

Texas Council of State University Librarians.; Texas State Library, Austin.

PUB DATE- 86
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Statistics; Questionnaires; Statistical Surveys
IDENTIFIERS- *Texas

This publication is the latest in a series of annual publications which are intended to provide a comprehensive source of statistics on academic libraries in Texas. The report is divided into four sections containing data on four-year public institutions, four-year private institutions, two-year colleges (both public and private), and law schools and health science centers. Six appendices provide the following information: (1) notes and footnotes; (2) a copy of the instructions and survey forms from which the data were gathered; (3) operational definitions; (4) the fiscal year 1985 library expenditures from the General Appropriations Bill; (5) a directory of the participating institutions; and (6) an index of variables appearing in the text. (KM)

ED 273 329 JC 860 482

Gainous, Fred; And Others
Remedial/Developmental Student Characteristics Survey, Fall 1985: Kansas Community Colleges.
Kansas State Dept. of Education, Topeka.
PUB DATE- 29 Aug 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; *College Role; Community Colleges; *Developmental Studies Programs; Females; Majors (Students); Males; Minority Groups; Questionnaires; Remedial Instruction; *Remedial Programs; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kansas

After discussing the role of Kansas's community colleges in providing remedial/developmental education, this report presents data on the characteristics of students enrolled in remedial/developmental courses. Highlighted findings include the following: (1) 8% of all students enrolled in the community college system were enrolled in remedial/developmental courses; (2) an average of 166 students per institution were enrolled in remedial/developmental courses; (3) of remedial/developmental students, 49% were male and 51% were female; (4) 62% of the students were in the age categories between 17 and 22 years of age, with the largest age category, 18 to 19, containing 39% of all remedial/developmental students; (5) 74% of all male and 52% of all female remedial/developmental students were in the the 17 to 22 years age categories; (6) ethnic/minority students constituted 24% of the total remedial/developmental enrollment; and (7) 41% of the

remedial/developmental students had academic majors, 29% had vocational majors, and 30% had undeclared majors. The survey instrument, recommendations regarding admissions and placement, and data on remedial/developmental students in universities under the jurisdiction of the Kansas Board of Regents are included. (EJV)

ED 273 370 PS 015 995

Garside, Jayne G.; And Others
Mental Health and Adjustment: Symposium IV B.
PUB DATE- 84
NOTE- 37p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; Case Studies; *Children; *Coping; Foreign Countries; Personality; *Psychotherapy; Questionnaires; Secondary Education; *Sexual Abuse; *Stress Variables
IDENTIFIERS- Defense Mechanisms; *Singapore

This symposium contains reports on two studies on the following topics: (1) ways of helping children manage stress, by Jayne G. Garside, (2) psychological stress and coping in adolescent victims of sexual abuse in Singapore, by Colleen Ward, and (3) an abstract of a study on estrangement, by Jaya Nagaraja. The article on stress management describes stress and reactions to stress, indicates general approaches to dealing with stress as well as strategies for coping with stress, and outlines an activity suitable for use with a group of adolescents and another for either adolescents or small children. Appended are a list of coping strategies, a scale for assessing stress in adults, and a behavior questionnaire for identifying Type A and Type B personalities. The study of sexual assault provides demographic data and a literature review concerning victims' psychological reactions and coping strategies. Four case histories are reported prior to a discussion of victims' defense mechanisms, the consequences of sexual assault, and implications for therapists. Appended summaries of two of the case histories list characteristics of victims in the areas of health and physical condition; school; home and family; money, work and the future; boy and girl relationships; relations to people in general; and self-centered concerns. The abstract of the study of estrangement alludes to a study of 50 youngsters ranging in age from 12 to 19 years and related case study materials. (RH)

Lake, John; Williamson, John
A Case Study of a Community-Based Transition Education Project.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Case Studies; Females; Foreign Countries; *High Risk Students; Program Descriptions; *Program Evaluation; Relevance (Education); Rural Education; Secondary Education; Small Schools; Student Attitudes; Success; Teacher Attitudes; *Transitional Programs; *Vocational Education
IDENTIFIERS- Aboriginal People; Australia (Western Australia); *Community Based Education; *School Based Development Enterprises (Australia)

Evaluation of a 3-year transition education program at the Pingelly School in Western Australia used data from 29 students and staff interviews, direct observation, and document analysis to compare 4 projects established to improve the employability of students (in particular, Aboriginal students and girls who were at highest risk of being early school leavers with poor employment prospects) and to develop viable businesses which could be transferred into the community. The first project was based on horticulture; the second (called Pinten) produced high quality tea towels, wall hangings, and placemats for the Australian tourist market; the third involved production of wooden toys; and the fourth was based on paper making and carpet collage. The report focuses on the Pinten project, presenting details of project origins, progress, and success; student perceptions of the project's usefulness and satisfaction, ownership, group cohesion and self-esteem; teacher reaction; role of the principal; and comparison to the other transition projects. Findings showed that the Pinten project generated high levels of student satisfaction with all aspects of the experience, teacher views ranged from conditional support to outright opposition, and there was significant reliance on the principal's enthusiasm and support. Evaluation results indicated that the remaining transition projects did not achieve the same positive outcome. (NEC)

ED 273 058 EC 190 253

Sachs, Frances Greenberg
Development and Implementation of a Three Party Communication Network for Parents, Teachers, and Staff at a Learning Disabilities Center.
PUB DATE- 85
NOTE- 189p.; Ed.D. Practicum Report, Nova University. Charts contain small or broken type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Learning Disabilities; Networks; Parent School Relationship; *Parent Teacher Cooperation; *Program Development

The practicum report describes the development of a communication network designed to enhance cooperation among parents and staff of a private learning disabilities clinic in Miami, Florida. The program featured a variety of contact follow-up forms, a series of workshops, and periodic student progress reports and follow-up conferences with both parents and teachers. Parent and teacher assessment forms were completed by 12 parents and 10 teachers. Analysis revealed that all parties supported and found useful the communication network techniques. In 10 instances, actual results exceeded anticipated outcomes, specifically in the areas of understanding of forms and procedures and agreement to cooperate and support the learning disabilities program. The clinic management determined that the program was a success based on program assessments. Appendices include: A four-page list of references; parent/teacher workshop assessment forms; communication system monitoring and reporting forms, and samples of remedial log sheets. (CL)

ED 273 073 EC 190 268

Lehr, Camilla A.; And Others
Assesment Practices in Model Early Childhood Education Programs. Research Report #7. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 86
NOTE- 33p.; For research reports 9 and 10, see EC 182 736-741.
GRANT- G008400652

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demonstration Programs; *Disabilities; National Surveys; Preschool Education; *Testing; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *Handicapped Childrens Early Education Program

Information about current assessment practices was obtained from 54 surveys completed by Handicapped Children's Early Education Program (HCEEP) demonstration projects across the United States. Information about factors influencing the selection and continued use of tests also was provided. Results indicated that 19 tests were used by five or more programs and only one device was used by over half of the responding programs. Although most tests were listed as being used for more than one purpose, some tests appeared to be used more exclusively than others for a particular purpose. The technical adequacy of tests, in terms of norms, validity and reliability, was reportedly an important factor influencing selection and continued use. However, analysis of the 19 most commonly used devices revealed that only three were technically adequate. Other methods of assessment also were examined. The HCEEP Assessment Device Survey and a reference list of tests used are appended. (Author/CL)

ED 273 117 FL 015 933

Shay, Gail; Lenhart, Debra
Automotive Mechanics: Handbook to Accompany VESL Vocabulary Cards.
Maricopa Technical Community Coll., Phoenix, Ariz.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 84
NOTE- 93p.; VESL vocabulary cards are printed on colored paper. For the other manuals in this handbook, see FL 015 931-934.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Mechanics; Class Activities; Classroom Techniques; Learning Activities; *Limited English Speaking; Postsecondary Education; Secondary Education; Second Language Instruction; Teaching Guides; *Visual Aids; *Vocabulary Development; *Vocational Education; *Vocational English (Second Language)

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical vocabulary in automotive mechanics needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address these topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary flash cards; auto mechanics terminology; safety; and job skills. An auto mechanics vocabulary list, a resource list of additional teaching strategies for vocabulary development, an annotated bibliography, the VESL flash cards (printed five to a sheet), and several illustrations to go with the cards are appended. (MSE)

ED 273 202 HE 019 616

Levine, David O.
The American College and the Culture of Aspiration, 1915-1940.
REPORT NO.- ISBN-0-8014-1884-4
PUB DATE- 2 Sep 86
NOTE- 281p.
AVAILABLE FROM- Cornell University Press, 124 Roberts Place, Ithaca, NY 14850 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Access to Education; Agricultural Education; Business Administration Education; College Admission; *College Curriculum; Curriculum Development; Educational Change; *Educational History; Engineering Education; Ethnic Bias; Higher Education; Middle Class Students; *Postsecondary Education; Public Colleges; Racial Bias; School Business Relationship; Social Class; *Two Year Colleges;

*Urban Universities
IDENTIFIERS- *United States; World War I

The emergence of the U.S postsecondary institution as a central economic, social, and cultural institution during 1915-1940 is traced. The complexity of the functions of education in the egalitarian and technocratic society of the United States is also addressed. Attention is directed to: developments during and after World War I, the expansion of collegiate business education in the decade following the war, the new status of urban universities in the 1920s, curriculum reform between the world wars, the middle-class culture on the campus, discrimination in college admissions, the expansion of the public junior college during the interwar period, higher education during the Depression, and the question that arose at the end of the 1930s about whether higher education should be a privilege or a right. Between the world wars, U.S. colleges and universities responded to different interests, some petitioning for unlimited expansion of the curriculum and student body and others calling for restriction of their mission and preservation of the status quo. Debates about the curriculum focused on the balance between cultural and practical subjects in undergraduate study. Debates about admissions focused on the relative importance of intelligence and of background in the selection of a self-conscious elite. (SW)

ED 273 256 IR 012 256

New Technologies: Key to More Productive Schools.
National School Boards Association, Alexandria, VA.
PUB DATE- 85
NOTE- 43p.; Summary of the Annual Meeting, Index: Education: Computers, Technology and Learning (1st, Dallas, TX, August 1-3, 1985).
AVAILABLE FROM- National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($9.00 plus shipping and handling).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Boards of Education; Computer Software; *Computer Uses in Education; Economics; *Educational Objectives; *Educational Technology; Educational Trends; Elementary Secondary Education; Evaluation Methods; Financial Support; Futures (of Society); Interactive Video; Microcomputers; Policy Formation; Teacher Education
IDENTIFIERS- National School Boards Association

Two questions--how school boards might create more productive schools using the tools of the electronic age, and how they might create new learning opportunities and overcome some of the problems schools now face--were addressed at the national conference summarized in this document. The report reviews the current status of public education today and previews where it may be tomorrow once school boards use new technological tools to lead the nation's schools. The problems caused by the uncertain and rapid changes in technology, are briefly discussed in the introduction. The first of three sections then discusses applications of technology to the problems of education in the context of economic, demographic, employment, and educational trends. The magnitude of technological change and the future of education as it is linked to economic growth are also considered. Current uses of technology in schools for educational and administrative purposes are reviewed in the second part, including descriptions of specific educational technology projects. The third section presents practical suggestions for adopting appropriate policies, purchasing hardware, evaluating software, encouraging teachers, and locating the funds needed to implement a technology plan. A glossary of technological terms, a directory of resource persons for schooling and technology, and facts about the National School Boards Association (NSBA) conclude the report. (DJR)

ED 273 270 IR 012 285

Knupfer, Nancy N.
Change, Implementation, Equity: A Model Design for a Computer Education Plan.
PUB DATE- 86
NOTE- 80p.; Working paper, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Computer Assisted Instruction; *Computer Literacy; Cost Effectiveness; Educational Planning; Elementary Secondary Education; *Equal Education; *Evaluation Criteria; Instructional Innovation; Microcomputers; Models; *Program Implementation; Technological Advancement

Technological advances and market forces have spawned a microcomputer invasion of the schools, sparking renewed interest and enthusiasm in computers as educational tools. This advent of classroom computers is highly controversial and the question of benefits remains unanswered because of the wide variety of expectations about their educational uses. Poor planning and preparation coupled with scarce equipment causes haphazard, uncoordinated, inequitable implementation. Successful implementation of computer education must be planned thoroughly and flexibly; it must be completely grounded in the theoretical and practical dimensions of change, innovation, and implementation in the educational setting; and it must develop useful, practical evaluative criteria. Any plan of implementation must consider the substantive nature of computer education, the sociocultural aspects of the change, and the implementation process itself. This review of the salient literature on change, implementation, and equity in computer education concludes by suggesting a design procedure to plan for the implementation of computer education in a hypothetical school district. The design is presented as an outline of the questions to be answered, barriers to be overcome, and evaluation of the effectiveness of an educational computing program. A 64-item reference list is provided. (DJR)

ED 273 440 SE 046 890

Mich, Peter T.; Nardine, Frank E.

The Application of Microcomputers in Acquiring Multiplication Facts Mastery.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Computer Oriented Programs; *Drills (Practice); Educational Research; Elementary Education; *Elementary School Mathematics; Error Patterns; Grade 3; *Mathematics Instruction; *Microcomputers; *Multiplication
IDENTIFIERS- Mathematics Education Research

Recall of multiplication number facts is a major educational objective in elementary grades, yet some children never acquire total mastery. A microcomputer multiplication number facts training program was developed which incorporated programmed instructional features including feedback, positive reinforcement, vanishing, branching and pairing. Additionally, skip counting both forward and backward was emphasized. Thirty third-grade subjects completed the training and the results indicated that the mean performance was maintained when tested four months later. Mean performance of the treatment group was significantly greater than the non-treatment group. Implications for further study were discussed. (Author)

ED 273 132 FL 015 954

Klausenburger, Jurgen

Explaining French Morphology "Naturally."

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; *Consonants; Diachronic Linguistics; *French; *Linguistic Theory; *Morphology (Languages); Nouns; *Structural Analysis (Linguistics); Verbs

Examination of a small segment of French morphology involving the role of the final consonant illustrates the applicability of the natural morphology approach to linguistic analysis. Representative examples of modern French adjectival, verbal, and nominal word forms are subjected to analysis in terms of iconic, non-iconic, and counter-iconic structure. The analysis also includes historical perspectives on the feminine, subjunctive, plural suffix, and prefix from late Latin and Old French. Extensive naturalness is found in this restricted corpus. The study concludes that the principal contribution of the natural approach is the maximization of the importance of iconicity of linguistic form, an aspect recognized but minimized in recent linguistic study, and that natural morphology appears to be a promising framework for both synchronic and diachronic morphological investigation in such areas as suppletion, verb stem allomorphy, and the rise of prefixation in nouns and verbs. (MSE)

ED 273 146 FL 015 975

Larsen-Freeman, Diane
Overview of Theories of Language Learning and Acquisition.
PUB DATE- 85
NOTE- 8p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Learning Theories; Linguistic Theory; Literature Reviews; *Second Language Learning; Social Psychology

The field of second language acquisition (SLA) developed from the study of second language teaching, and includes the study of the learning setting, learner variables, the nature of the target language and the learner native language, and the reasons for language learning. Much SLA research to date focuses on one or another of these dimensions (linguistic, social psychological, or cognitive) rather than being multidimensional. Among approaches that address more than one dimension are Schumann's acculturation model, Krashen's monitor theory, Hatch and Hawkins' integrated model, and Wong Fillmore and Swain's model. According to Long's definitions of the two types of theory, none of these is a sufficiently comprehensive theory of SLA, despite their contributions to the field. (MSE)

ED 273 161 HE 018 880

Bloch, Erich
The Federal Role in Undergraduate Science and Engineering Education.
National Science Foundation, Washington, D.C.
PUB DATE- 30 Oct 85

NOTE- 11p.; Address presented to a meeting of the American Council on Education (Miami, Beach, FL, October 30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; College Faculty; *College Science; Economic Climate; *Engineering Education; *Federal Programs; *Government School Relationship; Higher Education; *Research and Development; Research Projects; *Undergraduate Study
IDENTIFIERS- *National Science Foundation

The role of the National Science Foundation (NSF) in supporting college science and engineering education at the undergraduate level is discussed, along with important factors in the national environment, including economic challenges facing the country, and the foundation's relationship to research and education. Because of a shift to a global economy in which there is sharp international competition, it is in the nation's interest to strengthen science education; however, there is a shortage of engineers, scientists, and mathematicians with advanced degrees to staff colleges and government and industry laboratories. Attracting students into these fields is an important policy issue. NSF has a new program to provide instructional equipment to colleges. To develop scientific and technical talent, NSF sponsors the Research in Predominantly Undergraduate Institutions Program. For faculty, there are opportunities to join an existing NSF-supported project or to serve on NSF review panels, advisory committees, and rotator program officer positions. A special committee of NSF is conducting public hearings on the state of undergraduate science and engineering education. The federal research and development budget for the mid-1980s is briefly discussed. (SW)

ED 273 175 HE 019 565

Enrollment Planning: Strategic Issues and Institutional Implications.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 82
NOTE- 96p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *College Planning; Demography; Enrollment Influences; *Enrollment Trends; Higher Education; *Institutional Characteristics; *Population Trends; *Student Characteristics
IDENTIFIERS- *Aquinas College MI; *Enrollment Management

A notebook for participants in seminars on enrollment planning is presented. The seminars were sponsored by the National Center for Higher Education Management Systems. Seminar objectives for session 1 included: to understand the strategic enrollment issues, to review the national and regional demographic trends, and to understand that individual colleges are facing different enrollment situations (decline, stability, and increase). For the participant's college, objectives were to review actual enrollment trends and to determine possible implications of enrollment changes and alternative courses of action. Statistical charts and graphs are included. Session 2 identified key enrollment factors to be watched, including birth rates and high school graduates, regional shifts, student individual characteristics, and enrollment characteristics and shifts, such as trends by class/year, level, field of study, and part- and full-time status.
Institutional-specific enrollment factors were also identified, including economic conditions, government policies, population migration, and tuition levels. Session 3 provided a case study for Aguinas College (Michigan) that includes a statement of problems and actions taken. Included are a list of seminar participants and a list of seminar topics and schedules for 1982. (SW)

ED 273 189 HE 019 602

A Guide to Selected Data Bases in Postsecondary Education. Revised 1982.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 210p.; For related document, see ED 272 071.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Databases; *Data Collection; Guides; *Higher Education; Information Storage; *Information Systems; Research Tools; *Resource Materials; *Surveys

Major databases and data collection efforts related to postsecondary education are described. Database selection was limited to data that was national in scope, of broad interest, and timely (after 1972). Approximately 95 databases are covered, each of a two-page abstract that describes the subject matter and scope of the database, the data collection method, availability of the data, the time period associated with the data, the originating organization and contact person, frequency of issue, keywords, organization distributing the data, and additional references that further describe the database and data collection. For surveys, information is included on sampling methodology. The size of a database, major data elements, and the unit of analysis of the database are also indicated. Keywords describe the data and are also used in indexing the abstracts. Each of the database abstracts are numbered for future reference and cross-referencing. In addition to an abstract index (name and number of the database or survey), abstracts are listed by organization and by keywords. A separate section listing organizations includes addresses, contact persons, and phone numbers. (SW)

ED 273 229 HE 019 645

Stark, Joan S.; And Others
Responsive Professional Education: Balancing Outcomes and Opportunities. ASHE-ERIC Higher Education Report No. 3, 1986.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-30-6
PUB DATE- 86
NOTE- 144p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50 members, $10.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Architecture; *Attitudes; Business Administration Education; Competence; *Educational Objectives; Engineering Education; Ethics; Health Occupations; Higher Education; Journalism Education; Knowledge Level; Legal Education (Professions); Library Science; *Outcomes of Education; *Professional Education; *Professional Personnel; *Skill Development; Socialization; Social Work; Teacher Education

Goals and outcomes in various fields of professional education are considered. Attention is directed to generic outcomes of professional preparation, the emphasis these outcomes receive among professional educators, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes, which were derived from existing literature about professional education, include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Also considered are five attitudinal outcomes: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. Information was also obtained from a survey of faculty in 10 professional fields with respect to their emphases on preferred outcomes and educational activities. Information on the research methodology is appended. (SW)

ED 273 301 IR 051 627

Parkin, Derral; And Others
Pharmacy Research Online. A Guide for Faculty.
Houston Univ., Tex. Libraries.
PUB DATE- Apr 86
NOTE- 66p.

AVAILABLE FROM- For a guide to searching chemistry online, see IR 051 626.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Libraries; College Faculty; Database Producers; *Databases; Experiential Learning; Higher Education; *Independent Study; *Online Searching; Online Vendors; Pharmacology; *Pharmacy; Research Reports; *Search Strategies; Study Guides; *Users (Information)
IDENTIFIERS- Bibliographic Data Bases; Boolean Functions; Boolean Logic; Boolean Operators; Boolean Search Strategy; Chemical Abstracts Service; DIALOG; *University of Houston TX

This document is a self-paced training packet developed for a pilot project at the University of Houston-University Park to teach pharmacy faculty members to do their own online searching. The training begins with general topics such as the kinds of searches that can be done effectively online, the selection of appropriate databases to search, and the use of documentation. Basic search concepts such as database structure, Boolean operations, and search strategy formulation are also covered. Exercises give the opportunity for hands-on practice searching DIALOG databases and Chemical Abstracts (CAS) online. Separate handouts provided include an introduction to the pilot project; procedures for searching pharmacy reports online; summaries of basic and CAS commands on DIALOG and Boolean operators; a search strategy worksheet; and an evaluation form. (Author/KM)

Nusz, Phyllis Jane
An Analysis of the Comprehensive High School Recruitment Program at Bakersfield College.
PUB DATE- Apr 86
NOTE- 62p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Enrollment Rate; *Enrollment Trends; High School Graduates; High Schools; Program Effectiveness; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Bakersfield College CA

In 1979, Bakersfield College (BC), California, designed and implemented a comprehensive student recruitment program aimed at students from feeder high schools. To determine the effects of major changes in the recruitment program, a study was conducted comparing the percentage of high school graduates who enrolled at BC under the comprehensive recruitment program with the percentage who enrolled following the program changes. An analysis of enrollment figures for fall 1983 and fall 1984 by high school and district indicated that for 16 of the 17 feeder high schools there was no significant difference in enrollment rate following a decrease in resources expended and the elimination of a one-to-one effort on the part of recruiters. The study report includes a literature review and a proposed model for a community development program at BC. (LAL)

ED 273 343 JC 860 504

Martin, Margaret R.; Brown, Janet R.
Special Services Project: Rockland Community College, 1985-1986.

Rockland Community Coll., Suffern, N.Y.
PUB DATE- 86
NOTE- 195p.; For 1977-85 data, see ED 267 834-839.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); *High Risk Students; Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

This report provides information on the second year (1985-86) of the third cycle of Rockland Community College's (RCC's) Special Services Project, a program providing supplemental instructional, counseling, and tutorial services for educationally and economically disadvantaged students through college skills courses, remedial/developmental courses, and English as a second language (ESL) courses. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, program evaluation, and recommendations. Appendices include: (1) RCC's Competency Assessment Policy; (2) the 1985-86 needs assessment report; (3) a sample contract for educational services; (4) a learning activity proposal for an introduction to college writing course; (5) reports on the ESL reinforcement module; (6) proposals for three college skills seminars; (7) promotional materials for ESL workshops; and (8) resource materials for program staff. (LAL)

ED 273 357 PS 015 982

Vibulsri, Chamnong; And Others
Mental Abilities of Children and Adolescents: Symposium I B.

PUB DATE- 84
NOTE- 31p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; Classification; *Cognitive Ability; Culture Fair Tests; Foreign Countries; *Logical Thinking; *Nonverbal Communication; Performance Factors; *Verbal Communication
IDENTIFIERS- Thailand

Reported are three studies investigating the mental abilities of children and adolescents. The first study (by Chamnong Vibulsri) had three purposes: (1) to determine whether and how language affects logical thinking in Thai children; (2) to ascertain whether Piaget's or Bruner's theory would more accurately explain any such relationship; and (3) to search for additional findings relevant to the context of teaching and learning. Findings indicated that, while verbal language had no better effect than non-verbal language, language definitely did have an impact on Thai children's logical thinking, suggested that young children might most effectively be taught conservation of substance audio-visually, and advised an integration of theories. The second study (by Seng Seok Hoon, Singapore) examined individual and additive effects of task manipulations on class inclusion performance by 128 boys and girls between the ages of 6 and 8 years. While results indicated a lack of additive effect, comparisons of single task manipulations suggested that referencing a common superordinate cue or adding an inclusive verbal cue in the class inclusion question facilitated class inclusion performance. The third study (by Chumporn Yongkittikal of Thailand) dealt with culture-fair tests. Raven's Standard Progressive Matrices, Cattell's Culture Fair Intelligence Scale 3, Form B, and Dominoes 48 Tests were administered to 3,569 Thai boys and girls who were attending 16 government and private schools and who ranged in age from 12 to 18 years. The purpose of the study was to investigate the tests' developmental properties, examine item statistics, assess reliability and validity, and establish norms of the test scores for Thai adolescents. The third paper is presented in abstract form; the full paper may be obtained from the editors of the conference. (RH)

ED 273 385 PS 016 021

Howes, Carollee
Quality Indicators for Infant-Toddler Child Care.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Classroom Observation Techniques; Comparative Analysis; Curriculum Evaluation; *Day Care; Early Childhood Education; *Educational Assessment; *Educational Quality; Educational Research; *Evaluation Criteria; *Parent Influence; Parent Participation; Preschool Education; *Program Effectiveness; Program Evaluation

A study compared child care centers determined to be of high quality and low quality along three established indicators of quality: good adult/child ratio, caregiver continuity, and caregiver training in child development. The centers were all community centers who enrolled full tuition parents. Eighty-nine families with children aged 18, 24, 30, and 36 months participated in the study. The research team spent a year observing each center. Their observations revealed additional differences in high versus low quality child care centers. In the high quality centers, parents were involved in the day-to-day life of the center, children were more likely to be self-regulated, parents were invested in their child's compliance both at home and in the center, and parents were less stressful and more satisfied with their child care. The findings suggest that not only do good things within child care go together but that working parents who have less stressful lives and are more competent and confident in their parenting are more likely to be associated with high quality than low quality child care. (HOD)

ED 273 400 RC 015 877

Garcia, Eugene E., Ed.; And Others
Chicano Studies: A Multidisciplinary Approach.
REPORT NO.- ISBN-0-8077-2749-0
PUB DATE- 84
NOTE- 288p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Access to Education; Bilingual Education; Bilingualism; Cultural Context; Early Childhood Education; *Educational Policy; Educational Quality; Elementary Secondary Education; English (Second Language); Ethnic Studies; Folk Culture; Higher Education; Hispanic American Culture; Immigrants; Mexican American Education; *Mexican American History; *Mexican American Literature; *Mexican Americans; Political Issues; *Political Power; School Segregation; Sex Role; Social Structure; Theater Arts
IDENTIFIERS- Chicanas; Chicano Literature; Chicano Movement; *Chicano Studies; United States (Southwest)

One in a series on bilingual education, this book contains 15 chapters organized under the following subject headings: Chicano studies; Chicano history, social structure, and politics; literature and folklore; and education. Carlos Munoz, Jr., traces the history of Chicano studies and its impact on access to higher education. Albert Camarillo dsscribes the Chicano urban experience. Mario Barrera discusses class structure and class diversity. Juan Gomez-Quinones examines the politics of immigration. Christine Sierra relates the history of Mexicans in the United States to contemporary issues. Francisco Lomeli follows Chicano literature from early Southwest beginnings to contemporary status. Carmen Salazar-Parr focuses on the characterizations of Chicana women. Jorge Huerta covers contemporary Chicano theater. Maria Herrera-Sobek provides an overview of Chicano literary folklore. Gary Keller shows how Chicano authors use bilingual techniques for literary effect Guadalupe San Miguel discusses educational segregation of Mexicans in the Southwest. Eugene Garcia evaluates bilingual education programs. Co-authors John Aguilar and Carlos Vallejo propose a concept of culture for bilingual/bicultural education. John Halcon points out ways in which local school districts determine the effectiveness of bilingual education programs. Raymond Rocco calls for Chicano studies research informed by an understanding of the significance and role of theory in social inquiry. (JHZ)

ED 273 427 RC 015 922

Blank, Uel; And Others
Contributing to Tourism Industry Vitality of a Natural Resource Based Region through Educational/Technical Assistance. Staff Paper Series P83-20.
Minnesota Univ., Minneapolis. Dept. of Agricultural and Applied Economics.
PUB DATE- Sep 83
NOTE- 95p.; Final report on the Educational/Technical Assistance Program conducted by the Agricultural Extension Service, University of Minnesota, with communities, businesses, and organizations in the Boundary Waters Canoe Area vicinity pursuant to PL 95-495.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Action; Community Development; Cooperative Programs; *Extension Education; *Marketing; Needs Assessment; Recreational Activities; Regional Cooperation; *Rural Areas; *Rural Development; Rural Economics; Rural Education; Technical Assistance; *Tourism
IDENTIFIERS- *Community Based Education; Market Research; Minnesota (Northeast)

From 1979 to 1982 an extension education program provided assistance to the tourism industry in rural communities adjoining northeastern Minnesota's Boundary Waters Canoe Area (BWCA). Program activities involved needs assessment, educational and technical assistance to communities and tourism-related firms, marketing programs, grants management assistance, applied research, and establishment of a communication network among area agencies, firms, and citizen groups. Tourism was found to be a major generator of the BWCA's economic base, but the tourism industry in the area was stagnating. Needed were identification of new markets, help with advertising and promotion, and technical assistance in construction, waste management, and conservation. Education and technical assistance to communities included town meetings to stimulate community-based development of tourism facilities and services, community cooperation in resource management, and visitor information center construction. Assistance to tourism-related firms included seminars and consultation on market development, physical plant improvement, business management, and food service management. Community grants encouraged local assumption of responsibility for area promotion. Research topics included market study of current resort, canoe outfitter, and non-outfitted guests, effectiveness of sports show marketing methods, and recreational properties use patterns. Program objectives, methods, and specific projects are described in detail. A list of marketing materials is appended. (LFL)

ED 273 087 FL 015 788

Henry, Edith H.

The Non-English Speaking Student in the Elementary Classroom--A Beginning.

PUB DATE- Aug 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; Elementary School Curriculum; Elementary School Students; *English (Second Language); *Learning Activities; *Limited English Speaking; Peer Teaching; Second Language Instruction; Stress Variables; Teaching Methods

This guide for elementary teachers who are not trained in techniques of English as a second language (ESL) but who have limited English-speaking students in their classes offers specific classroom techniques for helping those students. The first section presents a brief summary of research in first and second language acquisition. The second and third sections outline selected ESL principles and present specific techniques for teaching ESL with examples and suggestions for classroom use. The techniques and other second language teaching concerns include Total Physical Response, Silent Period, verbal interaction, relevancy of lessons, language cumulation, communicative competence, pedagogical sequence, grammar, word lists, translation, use of a bilingual dictionary, and reading and writing. The remaining sections deal with classroom environment; classroom management; teaching strategies; low-stress activities for science and social studies, mathematics, and penmanship; and sources of help beyond the classroom. Grammar and vocabulary excerpts from published texts and a list of guidelines for peer tutors are appended. (MSE)

ED 273 103 FL 015 918

Martin-Molero, F.
Relationships between the Teacher, the Learner and Methods in Foreign Language Teaching: Some Basic Considerations.
PUB DATE- 84
NOTE- 11p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers; see FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Educational Strategies; *Instructional Effectiveness; *Language Teachers; Second Language Instruction; Student Needs; Teacher Education; *Teacher Student Relationship; *Teaching Methods

The relationships between the teacher, learner, and methods in second language teaching are complex, and success or failure in language learning and teaching cannot be attributed to any single factor. No method is best in an absolute sense; there are only methods that are better suited to specific situations. At present, the general trend is toward communicative approaches and a sociocultural emphasis. It is important to ensure that a method is suitable for a particular learner's, or group of learners', aptitudes, needs and interests, age and instructional level, and time available. The suitability of the method is also related to the teacher's understanding of the method, the learner, and the learning context. These factors suggest that teacher training should accommodate teachers' personal characteristics and produce teachers with knowledge of the target language, macrolinguistics, and didactics and skills in classroom management and educational technology. In addition, teacher training should be carried out using the same communicative methods the teachers are expected to use in the classroom. (MSE)

ED 273 216 HE 019 632

Redman, Barbara K.; Pillar, Barbara
Report on Enrollments and Graduations in Baccalaureate and Graduate Programs in Nursing. Public, Private Religious, and Secular, 1982-1986. Institutional Data Series 86-2.
American Association of Colleges of Nursing, Washington, D.C.
PUB DATE- Feb 86
NOTE- 48p.
AVAILABLE FROM- American Association of Colleges of Nursing, One Dupont Circle, Suite 530, Washington, DC 20036 (nonmembers, $10.00; members, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; Church Related Colleges; Doctoral Degrees; *Enrollment Trends; Full Time Students; Geographic Regions; *Graduate Study; Higher Education; Masters Degrees; *Nursing Education; Part Time Students; Private Colleges; School Surveys; State Colleges; *Undergraduate Study
IDENTIFIERS- American Association of Colleges of Nursing

Nursing school enrollments and graduations for 1985-1986 are reported for full-time and part-time students enrolled in baccalaureate and graduate programs in schools belonging to the American Association of Colleges of Nursing (AACN). Data on 128,000 students were obtained from 367 schools. Comparing selected data from the 1984-1985 and 1985-1986 surveys indicates that full-time enrollments in baccalaureate programs decreased and part-time enrollments increased, while both master's and doctoral program enrollments increased. Comparisons are also made for full- and part-time enrollments by region (North Atlantic, Midwest, South, and West). Data since 1982-1983 are provided for five nursing program categories (generic, registered nursing, all baccalaureate, master's, and doctoral) on full- and part-time enrollments and graduates by type of institution (public, private, and religious). These same data are also presented by region. Appendices include: background information on the survey, which is part of AACN's Institutional Data System (IDS); a list of participating schools categorized by type of institution and region and three 1985-1986 IDS surveys (Institutional Data Survey, Faculty Salary Survey,

Dean/Director Salary and Related Information, and Administrative Salary Survey). (SW)

ED 273 243 IR 012 239

Atwood, Nancy K.
Problems and Issues in Using Emerging Computer Technologies To Manage and Evaluate Instructional Programs 1, 2, 3.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Boards of Education; Database Management Systems; Elementary Secondary Education; *Information Needs; *Management Information Systems; Microcomputers; Military Training; Models; *Organizational Communication; *Program Evaluation; School Districts; Systems Approach; *Systems Development; Teachers; Urban Schools
IDENTIFIERS- Army; *General Systems Theory

School districts have begun examining the feasibility of, and in some cases are developing and implementing automated systems for, managing and evaluating instructional programs. This paper describes and analyzes the issues and problems that emerged over the course of three projects--a large suburban school in the West, a consortium of five small schools in the East, and an Army division in the Northwest--which were directed toward designing, developing, and implementing computer systems for managing and evaluating educational programs. Discussion is organized in four parts: (1) an overview; (2) a description of the approach and concepts; (3) insights into project successes and failures; and (4) recommendations for future directions. The overview covers the common objectives of systematizing and facilitating access to information for program management, supporting program improvement efforts, and providing evaluative information to assess program outcomes and effectiveness. A general systems model is used to describe the approach and concepts and to illustrate the organizational complexity of the projects. Potential conflicts between the goals of groups within the system and problems associated with the hierarchical structure of authority and responsibility are noted. Insights into the utility of a general systems approach are discussed in the context of synergism, system structure, optimization, stability, and equifinality. It is recommended that the development process be structured to (1) facilitate the functioning of relevant parties so that the overall goal is achieved; (2) contribute to communication and feedback among all parties; (3) consider the needs of all parties; and (4) gather information on system functioning for revision and improvement. (DJR)

ED 273 286 IR 051 610

Smith, Donald R.
Online Catalogs in Secondary School Libraries.
PUB DATE- 26 Aug 85
NOTE- 14p.; Paper presented at Institute V of the Tulsa Area Continuing Education Cooperation (August 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Information Retrieval; *Library Automation; *Library Catalogs; *Library Equipment; *Library Planning; Networks; *Online Catalogs; *School Libraries; User Needs (Information)
IDENTIFIERS- MARC

Computer/automated catalogs have been in use in secondary schools for some time and have numerous advantages. A public access catalog (PAC) allows networking with other libraries, use of the Boolean search function, and the retrieval of bibliographic citations from a variety of access points. Moreover, PAC's have recently become more user friendly. The size of the collection input into a PAC determines the hardware needs (e.g., microcomputer- or minicomputer-based). A machine-readable database using full MARC format is recommended for compatibility in the event of interface with another PAC. In addition, the following factors must be considered when preparing a PAC: (1) the attitude of the staff; (2) method of record conversion; (3) hardware acquisition; (4) the effects of the PAC on the library; and (5) appropriate file system operation. The value of an integrated library system, patron usage, and system management are other considerations which must be weighed. (KM)

ED 273 371 PS 015 996

Nagaraja, Jaya; Suppiah, Chandraseagran
Problems of Adolescents and Youths: Symposium IV C.
PUB DATE- 84
NOTE- 17p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Case Studies; *Drug Abuse; Drug Addiction; Ethnicity; *Etiology; Foreign Countries; Indians; Males; *Parent Role; *Psychopathology
IDENTIFIERS- Chinese People; *India; *Malaysia; Malaysians

This symposium contains reports on: (1) a study of drug abuse among adolescents in India, by Jaya Nagaraja; and (2) a case study of factors contributing to drug addiction among Malaysian youth, by Chandraseagran Suppiah. Based on a sample of 1,000 adolescents attending metropolitan city colleges, findings of the Indian study concern psychological aspects of drug abuse among youth, such as narcissism and low self-esteem, as well as the contributory role of some parents to their children's drug problems, and psychiatric manifestations of drug addiction. In conclusion, facts about drug use are listed, including data about prevalence, types of common drugs used, conditions for which psychiatric consultation was sought, types of users, and the extent to which experiences with drugs fulfilled users' expectations. Twelve male inmates of a drug rehabilitation center who were between 15 and 25 years of age and of Malay, Chinese, or Indian descent were involved in a study of factors contributing to drug addiction among Malaysian youth and how these factors interact and reinforce one another. Considered were the influence of ethnicity on addiction, as well as exposure to drugs and the contributory role of certain family characteristics. (RH)

ED 273 413 RC 015 891

Stokes, C. Shannon; Brace, Kathy D.
Agricultural Chemical Use and White Male Cancer Mortality in Selected Rural Farm Counties.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Supplies; *Cancer; Death; Demography; Environmental Influences; Environmental Research; Farmers; Fertilizers; Herbicides; *Incidence; Insecticides; Local Norms; *Males; Occupational Diseases; *Pesticides; Rural Environment; *Rural Population; Whites

A study of 1,497 nonmetropolitan counties was conducted to test the possible contribution of agricultural chemical use to cancer mortality rates in rural counties. The dependent variables were 20-year age-adjusted mortality rates for 1950 to 1969 for five categories of cancer: genital, urinary, lymphatic, respiratory, and digestive. Because sex and race are both recognized factors in cancer etiology, only rates for white males were used in the analysis. Significant associations were found between agricultural chemical use and four of the five types of cancer examined. Herbicides were positively and significantly associated with genital, lymphatic, and digestive cancer. Insecticides had a strong positive relationship to respiratory cancer. Fertilizer use was largely unrelated to cancer mortality with the exception of a modest negative association with digestive cancer. Of the remaining social, economic, and demographic variables, foreign stock exhibited the largest and most consistent influence and was the strongest predictor of digestive cancer. Income and education were both significant in respiratory and digestive cancer, but of opposite sign. In spite of the limitations of this study, the findings are highly suggestive of the need for additional research on possible links between agricultural chemical use and county cancer mortality. (JHZ)

ED 273 441 SE 046 894

Rennie, Leonie J.; Parker, Lesley H.

A Comparison of Mixed-Sex and Single-Sex Grouping in Year 5 Science Lessons.

SPONS. AGENCY- Australian Commonwealth Schools Commission, Canberra.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electricity; Elementary Education; *Elementary School Science; Females; Foreign Countries; Group Activities; *Inservice Teacher Education; Physical Sciences; Science Education; *Science Instruction; *Science Teachers; *Sex Bias; Sex Fairness
IDENTIFIERS- *Australia (Western Australia); Science Education Research

The observational data from a project which was designed to implement and monitor the effects of an inservice program in facilitating a non-sexist approach to the teaching of science in Australian primary schools are reported in this paper. Descriptions and analyses are provided both of the children's participation in activity-centered lessons on electricity and the nature of the teachers' interactins with the children. All 20 participating teachers received instruction in the teaching of electricity but only ten were designated as the experimental group which was involved in an awareness program on the possibilities of sexism in the physical sciences. Results of this study showed that in the experimental classes, boys and girls in mixed-sex and single-sex groups exhibited the same pattern of activity, whereas the control classes showed behavior differences in the mixed-sex group. It was concluded that single-sex grouping may be beneficial to girls' science education in cases where teachers have a low level of awareness and skills in relation to creating and maintaining a non-sexist learning environment. (ML)

ED 273 059 EC 190 254

Dohrn, Elizabeth A.

Providing Potentially Gifted Kindergarten Students with Appropriate Enrichment Activities for Classroom Use with Minimal Guidance.

PUB DATE- 86
NOTE- 128p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Development; *Enrichment Activities; *Gifted; *Kindergarten; Primary Education; *Talent Identification

The practicum report describes an effort to provide enrichment materials for kindergarten students whom classroom teachers identified as potential entrants for the gifted program. Two miniworkshops were conducted to familiarize teachers with identification and enrichment activities. Targeted students received enrichment attention both within and outside the class via cross-age tutors, self-instructional materials, and interest centers. The goals of increasing kindergarten referrals to the gifted program and of heightening the awareness of kindergarten teachers regarding the gifted/talented/creative child and the gifted program were met. In addition, positive changes were noted in the abilities of targeted students participating in enrichment activities. Appendixes include checklists of creativity and giftedness characteristics, psychological referral forms, student evaluation checklist and teacher information awareness checklist, workshop materials, and photocopies of enrichment activity cards. (CL)

ED 273 330 JC 860 483

Minority Student Enrollment in Kansas Community Colleges.
Kansas State Dept. of Education, Topeka.
PUB DATE- 8 Aug 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Black Students; Community Colleges; *Enrollment Trends; Hispanic Americans; *Minority Groups; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Kansas

Data on minority student enrollments in Kansas community colleges, including an analysis of trends between 1978 and 1985, are presented in this report. The following statistics are provided: (1) minority students as percentage of total enrollment by college, fall 1984; (2) percentages converted to actual unduplicated headcount by minority group by college, fall 1984; (3) numbers of minority students reported by the community colleges, fall 1984; (4) comparison of the racial/ethnic makeup of the state population in 1980 with the community college population in 1984 and 1985; and (5) total minority student enrollment and Hispanic, Asian/Pacific Islander, Black, American Indian/Alaska Native enrollment, 1978 to 1985. Included also is an analysis of historical and trend data which indicates that the total student enrollment for Kansas community colleges and the enrollment for minority students do not fluctuate in the same direction at the same time; and which contrasts state and national trends in minority enrollments. (EJV)

ED 273 074 EC 190 269

Thurlow, Martha L.; And Others
Decision Making Practices of a National Sample of Preschool Teachers. Research Report #8. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 86
NOTE- 34p.; For research reports 7 and 9, see EC 190 268 and EC 190 270.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criterion Referenced Tests; *Decision Making; *Disabilities; Evaluation Methods; *Individualized Education Programs; Instructional Development; Preschool Education; Preschool Teachers; Special Education Teachers; *Student Evaluation

Assessment and decision-making practices of a national sample of 60 teachers serving handicapped preschool children were examined. Teachers were surveyed regarding the assessment information they and other professionals collect on their students and how they use it in educational programming. It was found that teachers used behavioral observations as a basis for making decisions more often than any other single source of information. Criterion-referenced measures provided the information used most often in developing individualized education programs (IEPs) and in monitoring student progress, while progress on previous IEP objectives was used most often in changing IEPs. Although it appears that evaluation and monitoring procedures exist, the extent to which they are used systematically or regularly is questionable. Teachers of handicapped preschool children do not engage regularly or systematically in direct and continuous monitoring of pupil progress. The survey instrument is appended. (Author/CL)

ED 273 118 FL 015 934

Shay, Gail; Lenhart, Debra
Nursing Assistant: Handbook to Accompany VESL Vocabulary Cards.
Maricopa Technical Community Coll., Phoenix, Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Jun 84
NOTE- 89p.; VESL vocabulary cards are printed on colored paper. For the other manuals in this handbook, see FL 015 931-933.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Learning Activities; *Limited English Speaking; *Nurses Aides; Postsecondary Education; Secondary Education; Second Language Instruction; Teaching Guides; *Visual Aids; *Vocabulary Development; *Vocational Education; *Vocational English (Second Language)

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical vocabulary in nursing assistance needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address these topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary flash cards; nursing assistant terminology; nursing abbreviations; safety; job skills; and additional activities. A nursing assistant vocabulary list, a resource list of additional teacher strategies for vocabulary development, an annotated bibliography, the VESL flash cards (printed five to a sheet), and several illustrations to go with the cards are appended. (MSE)

ED 273 133 FL 015 955

Tomscha, Terry
Using TPR Communicatively.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Relevance (Education); Second Language Instruction;

Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Total Physical Response

The Total Physical Response (TPR) method of teaching languages, while found to be effective and theoretically interesting, appears to have limitations in some circumstances. In a British program of English as a second language, TPR was found to be useful only for teaching vocabulary and only at low levels; the language it produced (imperatives and responses to them) was not very useful to students in real-world situations. In addition, students were frustrated by not being allowed to speak. A sequence applying the approach to the common experience of shopping was developed, and a dialogue for which the students needed to learn only a few simple forms was devised. Another extension of TPR using simple past questions requiring only negative or affirmative answers and using prompting cards was also created. This technique combines effective features of TPR and an introduction to various tenses and lexical sets. The benefits of TPR are that the action enhances memory, the physical movement provides variety, there is maximum student practice, the paralinguistics are useful as cultural information, and it is an enjoyable activity. Examples of language sequences and illustrations are included in the text. (MSE)

ED 273 147 FL 015 976

Canale, Michael
A Theory of Strategy-Oriented Language Development.
PUB DATE- 85
NOTE- 6p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Foreign Countries; *French; *Language Enrichment; *Learning Strategies; *Native Language Instruction; *Problem Solving; Secondary Education; Second Language Learning; State Programs; Teacher Role
IDENTIFIERS- Ontario

An Ontario program providing sets of problem-solving activities for native French speakers helps students in grades 7-12 enrich their language proficiency in both French and English. The guides developed as part of the program emphasize language as a tool for thought, social interaction, and artistic expression, and focus on the integration of receptive and productive skills in authentic and collaborative language-learning and language-use environments. Among the early results of the program is the finding that students and teachers are receptive to the idea that the teacher's role is to transfer responsibility for minority culture and language enrichment to the learners. The interest in problem-solving activities comes from cognitive development research, and the activities range from small-group tasks to two-week projects and drama productions taking several months. Key characteristics of the tasks include variable focus, differentiation, mutual support, generation of new activities and various types of motivation, language variety, variety of problems and the strategies they produce, and the naturalness with which language and other skill areas or cognitive systems are integrated. Language-use strategies are emphasized as important, in combination with language development and problem-solving activities, for the development of interactional and critical thinking skills. (MSE)

ED 273 162 HE 019 066

Broce, Thomas E.
Fund Raising. The Guide to Raising Money from Private Sources. Second Edition, Revised and Enlarged.
REPORT NO.- ISBN-0-8061-1988-8
PUB DATE- 86
NOTE- 290p.
AVAILABLE FROM- University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($19.95).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; Capital; Donors; *Fund Raising; Grantsmanship; Higher Education; *Philanthropic Foundations; *Private Financial Support; *Proposal Writing; *School Business Relationship; School Funds

A basic guide and reference to raising funds from private sources is presented that is designed primarily for professional personnel or the administrator employing fund-raising personnel. The first edition of the guide has also been used as a textbook for university courses in fund-raising. This revised edition includes new materials on: capital programs for smaller organizations, new and upcoming interests of foundations, preparing the case statement, leadership provided by trustees and volunteers, and the POMMES Process of Fund-Raising Management, which includes planning, organization, motivation, marketing, execution, and self-evaluation. Additional contents cover: nine principles of fund-raising, raising funds for annual support, gaining corporate and business support, proposal preparation, deferred-giving programs, prospect identification and evaluation, and techniques of cultivation and solicitation. Appendices include: a sample case statement; suggested staff and volunteer organizations and capital and annual-support programs; action outline for a capital campaign; a flow chart for a capital campaign; sample letter of inquiry to a foundation; sample proposal letter to a foundation; follow-up proposal letter; and sample of formal proposal. A list of foundations by state and a bibliography are included. (SW)

Application Statistics, 1985.

Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.

REPORT NO.- ISBN-0-88799-209-9
PUB DATE- Aug 86
NOTE- 31p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suit 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Applicants; College Choice; College Freshmen; College Programs; *Enrollment Trends; *Foreign Countries; Full Time Students; Higher Education; Intellectual Disciplines; Majors (Students); Place of Residence; School Statistics; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Summary statistics on fall 1985 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. In addition to application and registration numbers and ratios for 1976-1985, data are provided on: applicants and registered applicants by university and student category for 1985; applicants and registered applicants by choice preference (first, second, and third) by university; applicants and registered applicants by academic program and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; and distribution of applicants by geographic origin, age, and sex, country of citizenship, and immigrant status. (SW)

ED 273 190 HE 019 604

Geographic Origins of Students, Fall 1985. Volume I. Report Number 2-86.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jul 86
NOTE- 617p.; For volumes II and III, see HE 109 605-608.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- *State University of New York

Fall 1985 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This first of three volumes presents three types of summary information that uses the individual institution (or institutional type) as the unit of analysis. Statistical tables summarize the distribution of all credit course students by load, level, and residency and include various relative distance measures for New York State residents. Information is also provided on: the origins of new (first-time and transfer) undergraduate students; and institutional enrollment by level, load, history, and permanent residence. Summary data on the total SUNY system as well as on the institutions by type are included. Specifically, the student and institutional data elements include the following: student level (undergraduate/graduate); student load (full-time/part-time); student history (first-time/transfer); permanent residence (for New York State residents, county of residence; for other U.S. residents, state of residence; and for nonresident aliens, country of residence); institutional location (for state-operated/funded institutions, the county of location; and for community colleges, the sponsorship area). (SW)

ED 273 203 HE 019 617

Olivas, Michael A., Ed.
Latino College Students.
REPORT NO.- ISBN-0-8077-2798-9
PUB DATE- 86
NOTE- 360p.; Columbia University Teachers College Bilingual Education Series.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; *Articulation (Education); College Admission; College Preparation; *College Students; Family Characteristics; Higher Education; High School Graduates; *Hispanic Americans; Language Skills; *Latin Americans; Outcomes of Education; Problem Solving; Social Class;

*Social Stratification; Spanish; Stress Variables; Student Financial Aid; Test Bias
IDENTIFIERS- *High School and Beyond (NCES)

The condition of higher education for Hispanic Americans and Latin Americans is addressed in 12 papers from the 1983 Conference on Latino College Students. Attention is directed to the transition from high school to college, Hispanic student achievement, and economics and stratification. In addition to forewords by Gregory R. Anrig and Arturo Madrid, Michael A. Olivas provides an introduction entitled "Research on Latino College Students: A Theoretical Framework and Inquiry." Paper titles and authors are as follows: "Generational Status, Family Background, and Educational Attainment among Hispanic Youth and Non-Hispanic White Youth" (Vilma Ortiz); "Do Hispanics Receive an Equal Educational Opportunity? The Relationship of School Outcomes, Family Background, and High School Curriculum" (Ernesto Ballesteros); "Hispanics in High School and Beyond" (Francois Nielsen); "Hispanic High School Graduates: Making Choices" (Richard Santos); "Identifying Areas of Stress for Chicano Undergraduates" (Daniel G. Munoz); "The Latino Science and Engineering Student: Recent Research Findings" (Jose P. Mestre); "New Directions for Research on Spanish-Language Tests and Test-Item Bias" (Maria Pennock-Roman); "Prediction of Hispanics' College Achievement" (Richard P. Duran); "Fairness in the Use of Tests for Selective Admissions of Hispanics" (Maria Pennock-Roman); "Financial Aid for Hispanics: Access, Ideology, and Packaging Policies" (Michael A. Olivas); "Chicanas and Chicanos: Barriers to Progress in Higher Education" (Maria A. Chacon, Elizabeth G. Cohen, Sharon Strover); and "Educational Stratification and Hispanics" (Richard R. Verdugo). (SW)

ED 273 271 IR 012 286

Tortorelli, Ann Eichorn
Computer Literacy in Pennsylvania Community Colleges. Competencies in a Beginning Level College Computer Literacy Course.
PUB DATE- 84
NOTE- 23p.; Paper presented at University of Pittsburgh Colloquium.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Competence; *Computer Literacy; Computer Software; *Course Content; *Credit Courses; Input Output Devices; Questionnaires; School Surveys; Two Year Colleges
IDENTIFIERS- Minnesota Educational Computing Consortium; *Pennsylvania

A study was conducted at the 14 community colleges (17 campuses) in Pennsylvania to assess the perceptions of faculty about the relative importance of course content items in a beginning credit course in computer literacy, and to survey courses currently being offered. A detailed questionnaire consisting of 96 questions based on MECC (Minnesota Educational Computing Consortium) objectives was mailed to 178 faculty, of whom 124 responded (70% rate of return).

Analysis of the 118 usable responses indicated that: (1) faculty in business, computer science, and mathematics accounted for more than half of the returns; (2) respondents considered 50 areas to be important enough to include in a three-credit course; (3) two of the campuses require a computer literacy course of all their students; (4) major programs requiring computer literacy are business, accounting, computer science, and secretarial science; and (5) 2 campuses offer both credit and non-credit computer literacy courses and 11 offer credit courses. It is recommended that a computer literacy course emphasize (1) five areas considered important by more than half of the respondents, i.e., applications, limitations, software, values, and usage; and (2) 50 items that received the highest ranking, including 16 in application, 9 in software, 7 in hardware, 6 in limitations, 5 in values, 4 in impact, and 3 in usage. A copy of the questionnaire and 24 references are included. (DJR)

ED 273 302 IR 051 628

Crowther, Warren

Considering Complex Objectives and Scarce Resources in Information Systems' Analysis.

PUB DATE- Oct 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Society for Information Science (Las Vegas, NV, October 20-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; *Action Research; *Cost Effectiveness; *Developing Nations; *Information Needs; Information Retrieval; Information Services; *Information Systems; Information Theory; Political Attitudes; Productivity; Resources; *Systems Analysis; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *General Systems Theory; Opportunity Costs

The low efficacy of many of the library and large-scale information systems that have been implemented in the developing countries has been disappointing, and their appropriateness is often questioned in the governmental and educational institutions of more industrialized countries beset by budget-crunching and a very dynamic transformation of information requirements. This article examines the conceptual and practical deficiencies of current misapplications of the systems approach, which result in inappropriate or disappointing systems. It suggests that more importance should be given to the analysis of opportunity costs and contingencies when scarce resources are at stake, and to the consideration of the complex objectives of the institutions that are to benefit from these systems; the choice of information technologies and the economic evaluation of the options must respond to these conditions. It is also suggested that action research principles can help overcome many of the conceptual and practical problems in systems analyses. (Author/KM)

ED 273 344 JC 860 505

Cross, K. Patricia
Improving Learning in Community Colleges.

PUB DATE- 8 Oct 86
NOTE- 23p.; Paper presented at the Annual National Conference of the League for Innovation in the Community College (13th, Miami, FL, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; Community Colleges; Educational Innovation; *Educational Quality; *Educational Research; Evaluation Criteria; *Instructional Improvement; Quality Control; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation; Teacher Role; *Theory Practice Relationship; Two Year Colleges; Two Year College Students

An extensive literature exists on what makes good teachers, focusing on their characteristics, their behaviors in the classroom, and the effects they have on their students. This literature points to three groups as being currently involved in defining good teachers: students, who, as research demonstrates, are reliable observers, fair and unbiased raters, and capable of describing the characteristics and behaviors of good teachers; external judges assessing student outcomes as the measure of educational effectiveness; and educational researchers, who through their counting, observing, experimenting, and surveying, attempt to provide generalizable definitions and criteria for teaching effectiveness. The literature on criteria for evaluating the quality of instruction is deficient in several areas, lacking good discussion of what teachers are trying to accomplish, a constructive approach to applying research to the improvement of practice, and a body of information on how to conduct research in the classroom. The most useful approach to filling these gaps in the literature, while at the same time improving undergraduate instruction, involves teachers doing research in their own classrooms and learning laboratories as a means of evaluating their effectiveness as teachers while fostering intellectual stimulation and professional renewal. Examples of the kinds of classroom research projects that might be undertaken include an investigation of the dropout problem, whether review sessions before exams promote long-term retention, or whether particular teaching methods are effective. While these kinds of projects do not generally call for complicated research methodologies, they should use acceptable standards of research practice if they are to have value in improving classroom teaching. (LAL)

ED 273 257 IR 012 257

Morrison, James W.

Role of Colleges in the Coming Demise of the Personal Computer Industry.

PUB DATE- 18 Jan 86
NOTE- 12p.; Paper presented at a Conference of NERCOMP (New England Regional Computer Programs) (Hanover, NH, January 18, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; *Computer Uses in Education; Cost Estimates; Futures (of Society); *Input Output Devices; *Microcomputers; *Technological Advancement

The concept of the personal computer (PC) as a stand-alone, single-user computer has had its day. The 8-bit processors cannot support the newer applications, and, although there have been some advances in 16-bit microprocessors, the "second generation" software is immature and does not work well. The immediate problem for colleges and universities is how to replace and/or upgrade their obsolete computing equipment. The trend is toward 32-bit PCs and connecting, sharing databases, and linking departments. The "age of the peripherals" is beginning, and add-ons will include 640K RAM, enhanced graphic boards, laser printers, local area networks, high-resolution graphics monitors, fixed disks, hard disk boards, and CD-ROM players. Future enhancements to existing PC DOS operating systems will incorporate multi-tasking, which will allow users to run a variety of applications simultaneously. The evolution from 16-bit to 32-bit technology will enable users to protect their investment in hardware and software, and software will take full advantage of increased memory, storage, and multi-tasking capabilities. The PC of the future will have to be a strategic education tool for learning. It must be able to program major languages; be capable of accessing library databases; be a remote, online tutorial unit; be able to download instructional databases to fixed disk storage or a CD-ROM device; be a terminal for electronic mail, class assignments, and campus news; be an efficient word processor with a full keyboard; and have graphics-based software and sound/voice capabilities. Advanced versions of the laptop computer will be especially important for student use. (DJR)

ED 273 287 IR 051 611

Westerman, Mel

Program Budgeting for a Graduate School Library.

PUB DATE- 85
NOTE- 40p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Cost Estimates; Graduate Study; Higher Education; *Library Administration; Library Expenditures; Library Materials; Library Personnel; *Library Planning; Library Schools; Models; *Program Budgeting; *Systems Approach

Program budgeting, a method founded in the systems approach, allows control, management, and planning in the library system, and avoids the more comprehensive analysis required by zero-based budgeting. By evaluation of the impacts of the work accomplished by the library staff, the budgeted amounts can be justified or adjusted in subsequent years. Using the program budgeting structure, the data in a graduate school can be analyzed and the budget of the graduate school library can be focused on the values of the school. Staff and materials expenditures are two major budget categories that require special attention. Program budgeting also facilitates planning on a 5-year basis by predicting inflation increases and taking into account trends in the impacts of the library. The arrangement of program structure focused on the library as a subcategory, a bibliography, and several illustrative tables are included. (KM)

Nusz, Phyllis Jane
Development of a Leadership/Management Seminar Model for Bakersfield College.
PUB DATE- Feb 86
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Leadership Training; *Management Development; Middle Management; *Program Development; *Seminars; Teaching Models; Two Year Colleges
IDENTIFIERS- *Bakersfield College CA

A leadership/management seminar model was developed for use at Bakersfield College (BC), California, as a pilot program to provide training for professionals and management-level employees in business and industry. The seminar model was based on work with noted professors and theorists in the field of leadership and management; a literature review; an analysis of evaluations from the 1984 Leadership/Management Seminar held at the University of Illinois; and interviews with students, professionals, and individuals working in business and industry who had expressed interest in leadership/management training at BC. The instructional content of the resulting seminar model consisted of 23 separate units covered in an intensive 2-week program, focusing on topics such as "Women as Leaders," "The Career Patterns and Life-Cycle Choices of Professional Women," "Thinking on Your Feet," "Educational Law," "Personality and Managerial Styles," "Managerial Planning and Budgeting," "The Components of Leadership," "Interpersonal Effectiveness," "Automation," "Improving Written Communication," and "The Politics of Financial Planning." The report includes information on the seminar budget, factors such as housing and food services, and reactions to the model at BC. A two-page reference list and a five-page bibliography are included. (LAL)

ED 273 331 JC 860 484

Dennison, John D.; Gallagher, Paul
Canada's Community Colleges: A Critical Analysis.
REPORT NO.- ISBN-0-7748-0249-9
PUB DATE- 86
NOTE- 360p.
AVAILABLE FROM- University of British Columbia Press, 303-6344 Memorial Rd., Vancouver, British Columbia, Canada V6T 1W5 ($15.95, U.S.).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- College Role; *Community Colleges; *Educational History; *Educational Improvement; Educational Quality; Educational Trends; Foreign Countries; *Futures (of Society); Politics of Education; *Role of Education; Two Year Colleges
IDENTIFIERS- *Canada

A critical analysis is provided of the history and future of Canada's community colleges. After an introduction which traces the movement and development of Canada's community colleges and presents their societal context, a review of the origins and history of the Canadian system is presented. Chapter 1 examines the social influences on community colleges' development, while chapter 2 traces the birth of new colleges across the nation. Chapter 3 studies the characteristics of the colleges, and chapter 4 follows their transition into the existing community college system. The second part of the book looks at issues for the future of Canada's community colleges. After chapter 5 identifies social and international trends likely to affect the colleges' future, chapter 6 considers issues related to institutional identity, accessibility, and organization. Chapter 7 focuses on political questions related to governance and governments, management and leadership, and labor relations. In chapter 8, issues related to educational excellence are analyzed, with respect to the improvement of instruction, general education, institutional evaluation, and research. Finally, chapter 9 offers a vision of a national role for Canada's community colleges. Appendices provide a roster of non-university postsecondary institutions in Canada; current statistical information on Canadian colleges; a national research agenda questionnaire, and a brief essay on Canada's first community college. An extensive bibliography is included. (EJV)

ED 273 358 PS 015 983

Phisalaphong, Wanpen; And Others
Child-Rearing Practices: Symposium I C.
PUB DATE- 84
NOTE- 29p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Child Rearing; *Cultural Influences; Disadvantaged Environment; *Educational Attainment; Fathers; Foreign Countries; *Occupations; Parent Role; Physical Development; Preschool Children; School Readiness
IDENTIFIERS- India; Indonesia; Thailand

Studies of child-rearing practices among Thai, Indonesian, and Indian families are reported in two abstracts and one full paper. The Indonesian study (by Siti Rahayu Haditono) explored achievement motivation, parents' educational level, and child-rearing practices among members of four Javanese occupational groups: farmers, traders, civil servants, and armed forces personnel. Aspects of child-rearing that were investigated included stimulation, social contacts, achievement pressure, non-authoritarian attitude, and non-fatalistic view. It was hypothesized that positive correlations exist between parents' child-rearing practices and (1) their child's achievement motivation and (2) parents' educational level. It was further hypothesized that occupational groups differ in their members' (3) educational level, (4) child-rearing practices, and (5) children's achievement motivation. Findings imply support for the first hypothesis, confirm the second hypothesis for four of the five child-rearing practices, confirm the third and fourth hypotheses, and do not confirm the fifth hypothesis. The Thai and Indian abstracts briefly report the following: (1) findings of a study of child-rearing practices, physical development, and school readiness in preschool children; and (2) a study of n-Ach, or the achievement motive, in relation to child-rearing practices and prolonged deprivation. Findings of the former suggest that parents of low SES should be informed of the importance of the father's role in child development. Findings of the latter suggest that two aspects of child-rearing practice, demand and restriction, are important factors in determining the strength of n-Ach. The Thai study was written by Wanpen Phisalaphong; the Indian study was written by Tiwari Ashta Nand and Tripathi Ramesh Mani. Copies of the papers represented by these abstracts may be obtained from the editors of the conference. (RH)

ED 273 372 PS 015 997

Cheong, Lau Kam
Educating the Adolescent for Technological Changes: Some Implications for Teaching.
PUB DATE- 84
NOTE- 19p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Educational Improvement; Foreign Countries; Secondary Education; *Social Change; *Teacher Role; *Technological Advancement; *Work Experience
IDENTIFIERS- Asia

Generally concerned with how the schools can better educate the adolescent for adulthood, this paper briefly discusses the adolescent's need for work as a means of attaining adulthood, some promises and threats of technology, and effects of technological advances on society. Particular attention is given to four main effects having direct implications for the education of adolescents: accelerated growth of knowledge, rapid pace of change, displacement of job opportunities, and deterioration of human relations. Subsequent discussion points out inadequacies of existing school systems and explores ways of improving instruction so that the adolescent student acquires basic survival skills, such as learning how to learn, to adapt to change, to be versatile in different areas of vocational skills, and to develop a favorable disposition toward social responsiblity. It is concluded that instruction providing such basic survival skills to adolescents will better prepare them for conditions they will face when they leave school. (RH)

ED 273 386 PS 016 022

Nardine, Frank E.; Zeidler, Anita L.
Implications of Perceived Parental Treatment of Self and Siblings by Adult Children.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Behavioral Science Research; *Behavior Development; College Students; Demography; Family Environment; Family Relationship; Higher Education; *Parent Child Relationship; Parent Influence; Parent Role; *Perception; *Siblings; *Student Attitudes
IDENTIFIERS- *Adult Children; Parent Favoritism

To discover what part parent impartiality might play in creating a climate in which each individual child can prosper, 198 college students from a large Midwestern urban university were questioned about their perceptions of their parents' behavior during the time that they were growing up. The first section of the survey consisted of 50 questions addressing the parenting behaviors of the subject's father and mother in interactions with the subject. Subjects were asked to rate their parents on a five-point scale from "never" to "always" for such behaviors as "valued me as a person" and "insisted I obey." The second section was directed at comparisons of parental behavior toward the subject and the subject's siblings. Subjects were asked to indicate which child each parent would choose as "favorite," which as "least favorite," and if they were happy with their place in the family. Responses showed that 78% of the subjects reported parental favorites. The subjects' own status with their parents (favorite, least favorite, not chosen, parents have no favorites) was used to determine whether there was any difference in the scoring of parental behavior. An analysis of variance for each item in the survey showed significant differences between groups on 80% of the items. Subjects who reported that their parents had no favorites gave parents the highest scores for positive nurturing behavior and the lowest scores on hostile or controlling behavior items. The opposite was true for the "least favorites." (Author/HOD)

ED 273 428 RC 015 923

de la Torre, Adela; Rochin, Refugio I.
Directory of Chicano Studies Programs in California and the Southwest.
California Univ., Davis.
PUB DATE- Jun 86
NOTE- 35p.; Written with the assistance of Soraya Flores.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Course Objectives; Degrees (Academic); Educational Objectives; *Ethnic Studies; *Faculty; Higher Education; *Private Colleges; Program Content; *Program Descriptions; *State Universities
IDENTIFIERS- California; *Chicano Studies; Mexican American Studies; *United States (Southwest)

The directory identifies 38 Chicano/Mexican American studies programs at major universities and colleges in the Southwest, particularly California. It presents information on programs by location, faculty, goals and objectives, and final degrees offered. Following an introductory section, Section II describes programs at California State University affiliates in Chico, Dominguez Hills, Fresno, Fullerton, Hayward, Humbolt, Long Beach, Los Angeles, Northridge, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, Sonoma, Stanislaus, Pomona, and San Luis Obispo. Section III presents details about programs affiliated with University of California campuses at Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, and Santa Cruz. Private California college programs at Claremont Colleges, Loyola Marymount, Stanford, University of Santa Clara, and University of Southern California are listed in Section IV. Section V contains information about selected public university programs at the University of Arizona, University of Colorado (Boulder), New Mexico State University (Las Cruces), University of New Mexico, Pan American University, University of Texas (Austin), and University of Texas (El Paso). (NEC)

ED 273 060 EC 190 255

Meadow-Kendall Social-Emtoional Assessment Inventories for Deaf and Hearing-Impaired Students. The Revised SEAI Manual. Forms for School-Age and Preschool Children.

Gallaudet Coll., Washington, D.C. Pre-College Programs.

PUB DATE- 83

NOTE- 41p.; For the original manual, see ED 225 330. Some charts may not reproduce clearly.

AVAILABLE FROM- OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 (PM-0293, $11.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Affective Measures; *Behavior Rating Scales; *Deafness; Elementary Secondary Education; Emotional Development; *Hearing Impairments; Interpersonal Competence; *Personality Measures; Preschool Education; Scoring; Self Concept; Social Development; *Test Construction; Test Manuals; Test Norms

IDENTIFIERS- *Meadow Kendall Social Emotional Assessment Invent

The Meadow-Kendall Social-Emotional Assessment Inventories for Deaf and Hearing Impaired Students (SEAI) are designed to be completed by teachers and other educational personnel in close contact with deaf students. The school-age inventory contains 59 items divided into three subscales: social adjustment, self-image, and emotional adjustment. Norms are provided for girls and for boys ages 7 to 15 and ages 16 to 21. Those norms are based on inventories collected on more than 2400 students enrolled in 10 different schools and programs for the hearing impaired. The preschool inventory contains 49 items divided into four subscales (sociable, communicative behaviors; impulsive, dominating behaviors; developmental lags; and anxious, compulsive behaviors) plus three special items related to deafness. Norms are provided for girls and boys ages 36 to 47 months, 48 to 59 months, and 60 to 83 months. Those norms are based on data collected on approximately 800 children enrolled in special programs for hearing impaired children. This manual describes the rationale for each of the inventories, particularly with reference to the assessment provision of Public Law 94-142, the development of items included, collection of data, and statistical analyses. Procedures are described for administering, scoring, and interpreting the inventories, with a cautionary postscript outlining the uses and limitations of the instruments. (Author)

ED 273 088 FL 015 805

Madsen, Harold S.
Dimensions of Computerized Rasch Applications in ESL Testing.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Testing; Computer Software; *English (Second Language); Item Analysis; Item Banks; *Language Tests; Microcomputers; Scoring; *Statistical Analysis; *Test Construction; *Test Items
IDENTIFIERS- *Rasch Model

The most appropriate statistical model for the small-scale (n<100) studies common in language testing research is the Rasch one-parameter logistic model. The Rasch model provides a wide range of options for conducting research, refining existing examinations, and developing tailored (computerized adaptive) language tests. Three investigations using this analysis in testing for English as a second language (ESL) illustrate its usefulness. One looked for possible item bias in an ESL placement test battery, a second investigated the identification of inappropriate answers suggesting cheating, and a third involved the development of a computerized adaptive grammar and reading test. Several charts and a three-page list of references conclude the report. (MSE)

Menting, Jan P.
Les Cloisons Etanches entre les Didactiques (The Tight Partitioning of Methods).
PUB DATE- 84
NOTE- 15p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers; see FL 015 917.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Communicative Competence (Languages); *Cooperative Planning; Dutch; Educational Strategies; French; *Language Teachers; *Learning Theories; Second Language Instruction; Second Language Learning; Student Role; *Teacher Education; *Teaching Methods

Foreign language instruction should focus on developing in students a coordinated set of basic language learning skills, the acquisition of which would make it possible for the student to learn more than one language. Such an instructional package would fit well into the communicative approach to language instruction, and would provide a common denominator for fruitful exchanges of ideas, materials, and techniques among the teachers of different languages. Applied linguistics is best placed and best equipped among the disciplines to undertake the development of this basic language skills package for training foreign language teachers. The teachers can then be responsible, preferably as a group, for implementing the package at the institutional level. The skills would be derived from the domains of psycholinguistics, phonetics, syntax, morphology, etymology, language typology, semantics, language uses, text reading and listening, language as expression, culture and civilization, literature, and learning strategies. A common text could be written in the native language of the teachers, perhaps supplemented by audiovisual aids. A description of the language learning skills, including their source, content, and objectives is presented in outline form. (MSE)

ED 273 217 HE 019 633

Leslie, Larry L., Ed.; Anderson, Richard E., Ed.
ASHE Reader on Finance in Higher Education. ASHE Reader Series.
Association for the Study of Higher Education.
REPORT NO.- ISBN-0-536-05556-4
PUB DATE- 86
NOTE- 419p.
AVAILABLE FROM- Ginn Press, 191 Spring Street, Lexington, MA 02173 ($24.86, complimentary desk copy with 10 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Anthologies; Budgets; *College Administration; College Planning; Community Colleges; *Educational Economics; *Educational Finance; Endowment Funds; Higher Education; Institutional Advancement; Money Management; *Postsecondary Education as a Field of Study; Private Colleges; *Public Policy; *School Business Officials; State Aid; Student Loan Programs; Tax Credits; Tuition

An anthology of supplementary text material on financing of American higher education is presented for use in graduate courses in the field of higher education administration. The chapters concern college financial management, higher education economics, and federal and state policies. Chapter titles and authors/editors are as follows: "In Praise of Inefficiency" (Kenneth Boulding); "An Introduction to Financial Management" (Frank Campanella); "The Role of the Business Officer in Managing Educational Resources" (William G. Bowen); from "Understanding the College Budget" (Gerald B. Robins); "Planning Models in Higher Education Administration" (Roger N. Gaunt, Michael J. Haight); "Budgeting Myths and Fictions: The Implications for Evaluation" (Cameron Fincher); "Institutional Advancement: On Becoming a Profession" (James L. Fisher); "Administration of Endowment & Similar Funds" (Lanora F. Welzenbach); "Investment Management" (L. Welzenbach); "Fund Accounting" (Richard J. Meisinger, Jr., Leroy W. Dubeck); "What Determines the Costs of Higher Education?" (H. Bowen); "Does Money Matter?" (Richard E. Anderson); "The Value of an Education" (Kern Alexander); "Society, Students and Parents--A Joint Responsibility: Finance and the Aims of American Higher Education" (H. Bowen); "Pricing Public Sector Services: The Tuition Gap" (Regina E. Herzlinger, Frances Jones); "Enrollment Effects of Alternative Postsecondary Pricing Policies" (James C. Hearn, David Longanecker); "Higher Education Tax Allowances: An Analysis" (Larry L. Leslie); "Student and Parent Loans: A Growing Reliance" (Scott E. Miller); "National Student Loan Bank: The Road Less Traveled" (Arthur Hauptman); "Formula Budgeting: The Fourth Decade" (Paul T. Brinkman); "State Appropriations and Enrollments: Does Enrollment Growth Still Pay?" (L. Leslie, Garey Ramey); "The Future" (David W. Breneman, Susan C. Nelson); from "Principles, Practices, and Alternatives in State Methods of Financing Community Colleges and an Approach to Their Evaluation, with Pennsylvania a Case State" (S. V. Martorana, James L. Wattenbarger); "Should Public Funds Be Used to Support Independent Colleges and Universities?" (John D. Phillips, James L. Chapman); and "1984: The Outlook for Higher Education" (Carol Frances). (SW)

ED 273 230 HE 019 646

Gill, Wanda E.
Directors' Self Appraisal of Leadership Situations.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Responsibility; Administrators; Age Groups; Educational Background; Females; Higher Education; *Interprofessional Relationship; *Leadership Styles; Males; *Middle Management; State Colleges
IDENTIFIERS- Bowie State College MD

The leadership styles of 15 directors at Bowie State College (Maryland) was examined, using the Leader Effectiveness and Adaptability Description (LEAD) Self Survey. The instrument presents situations that show the leader's concern for job relationships and tasks. Directors were defined as mid-level managers with key administrative and supervisory responsibilities. In addition to comparing age, gender, race, education, and income level of respondents and nonrespondents, LEAD scores of respondents were analyzed by gender, age (40 and under and 41 and over), income ($33,000 and under and $33,001 and over), and race (blacks and white). Most of the directors indicated task-oriented responses to the 12 situations described. Those individuals who appeared less task-oriented had a background in the helping professions that, by training, emphasizes a less directive, less task-oriented approach to life situations, including program administration in higher education. Female directors were high on relationship and task. Directors over age 41 emphasized tasks more than younger directors, for whom relationships were important. Older directors were generally more consistent than younger directors in the relevance of the task. Better educated, older directors seemed more task-oriented and consistent than high school graduates and/or younger directors. (SW)

ED 273 244 IR 012 240

Riegel, N. Blyth

Richardson Instructional Management System (RIMS). How to Blend a Computerized Objectives-Referenced Testing System, Distributive Data Processing, and Systemwide Evaluation.

PUB DATE- 17 Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Criterion Referenced Tests; *Data Processing; *Educational Administration; Elementary Secondary Education; *Management Information Systems; Online Systems; Program Evaluation; Recordkeeping; School Districts
IDENTIFIERS- Report Generators; *Richardson Independent School District TX

Recent changes in the structure of curriculum and the instructional system in Texas have required a major reorganization of teaching, evaluating, budgeting, and planning activities in the local education agencies, which has created the need for a database. The history of Richardson Instructional Management System (RIMS), its data processing significance, the design and current status of its development, and the management information system are covered in the narrative. Also included are facsimiles of RIMS menus. Instructional differences, reporting format, and requirements for evaluation and accreditation data are undergoing major revision, and procedures established to move the computerized system towards efficient and accurate data reporting are described. The online purchasing system, automated budgeting, online query, and reporting system are some of the applications. For faculty use, a criterion-referenced test correlated to the learner outcomes in each subject area had to be developed. Banks were purchased that matched curriculum but the extent of match between item content and instructional objectives was not always satisfactory. Revision is now in process, and expansion of the pilot to include all district schools in RIMS has begun. Other applications of the system are being considered. (DJR)

ED 273 401 RC 015 878

A Guide to Outdoor Education Resources and Programs for the Handicapped. Outdoor Education for the Handicapped.

Kentucky Univ., Lexington.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- Nov 82

NOTE- 186p.; A product of the Outdoor Education for the Handicapped Project. For related documents, see RC 015 879-880.

GRANT- 6007903300

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Accessibility (for Disabled); Children; *Disabilities; Environmental Education; Financial Support; *Information Sources; Newsletters; Organizations (Groups); *Outdoor Education; Periodicals; *Program Descriptions; *Resource Materials; *Special Education; Youth Programs

The resource guide is designed to assist educators, park resource persons, and parents of disabled children in locating and identifying sources of information for developing, implementing, and evaluating outdoor education programs for all disabled children and youth. The guide has two main parts. The first part contains an annotated bibliography citing 182 special outdoor education, general outdoor education, funding, and accessibility resources; titles, addresses, and prices of 22 special and 23 general journals and newsletters; titles and addresses of 22 resource catalogs; names and addresses of 54 organizations concerned with outdoor/environmental education; telephone numbers and addresses of state outdoor special education directors; addresses and telephone numbers of 51 colleges and universities offering a curriculum emphasis in outdoor education and/or therapeutic recreation; and names and addresses of the 92 publishers of the resources first listed in the bibliography. A subject index lists 40 different descriptors cross referenced with bibliographic citations. The second part of the guide is an annotated directory of 172 separate outdoor education programs and centers--representing 28 states--which serve both disabled and non-disabled persons in either segregated or mainstreamed settings. Organized alphabetically by state, each entry provides the program's address, telephone number, name of contact person, type of disabled population served, and a brief description of services and activities offered. (NEC)

ED 273 414 RC 015 892

Dellenbarger, Ann Z.
The Social Structure of American Agriculture.

PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; Agricultural Production; *Agriculture; *Farmers; Farm Labor; Farm Management; *Models; *Rural Farm Residents; Rural Population; Sharecroppers; Social Class; *Social Stratification; Social Structure; Social Theories

Social stratification in agriculture is a complicated process without a theoretical paradigm. Research to date has typically focused on the stratification of farms rather than the social stratification of farmers. Therefore, identifying social classes in agriculture based on a typology of farms clearly misses the social relations segment of stratification. A continuum based on ownership, labor contribution, and control over the production process is suggested as a possible stratification system for agriculture to better answer questions of benefit and control as well as ownership and wages. This system includes three general categories (agribusiness, farmer, and farmworkers) along with degrees of stratification to include owner capitalist, owner operator, manager, cash renter, crop share renter, share cropper, contract producer, hired labor, and unpaid workers. (NEC)

ED 273 442 SE 046 895

Fensham, Peter J.
Science for All.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; Elementary School Science; Elementary Secondary Education; *Equal Education; Foreign Countries; *Science Curriculum; Science Education; *Science Education History; *Science Instruction; *Science Programs; Secondary School Science

Perspectives are provided on an historical and current analysis of the science curriculum movement. The overview specifically focuses on the curricular patterns of the 1960s which emphasized science instruction for the elite. Suggestions are proposed for defining characteristics that are essential in making a "science for all" approach effective. These suggestions include: (1) elite science education must be confined to some upper level of schooling; (2) science must be re-examined and recognized as a very varigated source of human knowledge and endeavor; and (3) clear criteria must be established for selecting the science that is to be the learning of worth with consideration given to the application of science and the excitement and power of scientific knowledge. Projects and programs in selected countries, such as New Zealand, the United States, Thailand, and Britain, are discussed as they reflect a "science for all" approach. (ML)

ED 273 075 EC 190 270

Bursaw, Robert A.; Ysseldyke, James E.
Preschool Screening Referral Rates in Minnesota School Districts Across Two Years. Research Report #9. Early Childhood Assessment Project.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 86
NOTE- 30p.; For research reports 7 and 8, see EC 190 268-269.
GRANT- G008400652
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Handicap Identification; Preschool Education; *Referral; School Districts; *Screening Tests; *Socioeconomic Status
IDENTIFIERS- *Minnesota

Preschool screening referral rates for developmental problems were examined for 219 Minnesota school districts across 2 school years. The state as a whole was consistent from year 1 to year 2 in terms of the percentage of children referred for screening. However, there was wide variation among individual districts. Three groups of districts were identified on the basis of the change in rates: (1) those whose rates increased considerably, (2) those whose rates decreased considerably, and (3) those whose rates stayed the same from year 1 to year 2. An attempt was made to identify variables that differentiated the groups. No differences were found among the three groups and the state as a whole, when compared on the basis of three district variables and four socioeconomic status variables. In addition, no differences were found in terms of the screening practices employed by these groups. The need for further examination of factors that contribute to referral rate changes is discussed. Implications of the wide referral rate variation for individual children and for screening efficiency in general are also discussed. (Author/CL)

ED 273 119 FL 015 935

Crawford, Alan N.

A Spanish Language Fry-Type Readability Procedure: Elementary Level. Bilingual Education Paper Series, Vol. 7, No. 8.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Mar 84

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)

DESCRIPTORS- *Content Analysis; Difficulty Level; *Instructional Materials; Introductory Courses; Literature Reviews; *Material Development; Media Selection; *Readability Formulas; Second Language Instruction; *Spanish; *Textbook Content

A readability formula for elementary Spanish instructional materials was developed by building on previous research, particularly in regard to the application of the Fry readability graph to Spanish language materials. The study began with the selection of average sentence length and number of syllables per 100 words as independent variables. Sample 100-word passages were selected from each grade level of ten different basal reader series used in the United States, Latin America, and Spain. The mean and standard deviation for average sentence length and number of syllables per passage were tabulated, and multiple regression analyses were performed for each series. Grade level was the dependent variable. A formula was derived from the analyses, and a readability graph was generated by computer to eliminate the computation and simplify use of the procedure. It is suggested that the formula and graph provide a procedure as convenient for Spanish as the Fry graph is for English, and that it can serve as a guide for writing elementary level instructional materials in Spanish and for teachers in selecting materials. Several tables detailing the data analysis are included in the text. (MSE)

ED 273 134 FL 015 956

Kitao, Kenji; Kitao, S. Kathleen

A Study of Color Association Differences between Americans and Japanese.

PUB DATE- Apr 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Association (Psychology); *Color; Comparative Analysis; Cross Cultural Studies; *Cultural Context; Cultural Traits; Culture Conflict; English (Second Language); *Intercultural Communication; *Semantics
IDENTIFIERS- *Japanese People; *United States

In intercultural communication, linguistic competence must be accompanied by an understanding of the associations that the speakers share. For communicating in a foreign language, the most important kind of association is indicative association, which is related to the literature, customs, and history of a people. When Japanese people communicate with Americans in English, this kind of association often causes problems, and those related to color are a large, important group that Japanese people must understand in order to communicate successfully with Americans. Americans seem to have a greater awareness of color than do Japanese people, with more terms for colors and shades and more color associations. Americans and Japanese do not necessarily use the same color terms for the same objects. They share some color associations, but many are different, and Japanese people are often not familiar with color connotations in American culture and daily life, such as the association of blue with depression, obscenity, nobility, loyalty, strictness, and lack of oxygen. Since the use of color terminology is frequently based on cultural convention rather than descriptions of reality, Japanese who communicate with Americans need to learn the patterns and significance of color expressions in American culture. (MSE)

ED 273 148 FL 015 977

De Avila, Edward

Motivation, Intelligence, and Access: A Theoretical Framework for the Education of Minority Language Students.

PUB DATE- 85

NOTE- 12p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Elementary Secondary Education; *English (Second Language); *Intelligence; *Learning Motivation; Learning Theories; Minority Groups; *Program Design; Second Language Learning

Interest or motivation, intelligence and experience, and psychosocial access are inextricably bound together in successful educational programs, and none can explain or predict performance by itself. In the realm of interest and motivation, it has been found that youth want to learn how to be effective, like to do the things their parents value, and have almost universal interest in science and mathematics because of natural curiosity about the world. Intelligence is defined as what children do with what they know, the interaction of repertoire and capacity. Understanding of the difference between repertoire and capacity clarifies the distinction between intellectual ability and academic performance. The purpose of educational program design should be to facilitate development of repertoire using the child's natural interest in how the world works. Access can take a variety of forms, including exposure to educational and quasi-educational experiences and ability to communicate in the classroom, and expectations about access can strongly influence academic success. Teachers can begin to address the diversity in a classroom and move all students in the same direction with cooperative or group work, and the primary responsibility of the teacher and aide is to focus the student's perception on the task's essential features. In addition, students must learn to take responsibility for learning. (MSE)

ED 273 177 HE 019 567

Winners of the Cost Reduction Incentive Awards, 1986.

National Association of Coll. and Univ. Business Officers, Washington, D.C.; United States Steel Foundation, New York, N.Y.

PUB DATE- 86

NOTE- 48p.

AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Awards; Building Operation; Campus Planning; College Administration; *College Buildings; College Housing; Computer Oriented Programs; Computer Software; *Cost Effectiveness; *Educational Facilities Improvement; Efficiency; Energy Conservation; Equipment Maintenance; Higher Education; Incentives; *Operating Expenses; Program Costs; *School Maintenance; School Personnel

IDENTIFIERS- Cost Reduction Incentive Awards Prog (NACUBO)

Sixty-five cost reduction efforts on college and university campuses are described, as part of the Cost Reduction Incentive Awards Program sponsored by the National Association of College and University Business Officers and the United States Steel Foundation. The incentive program is designed to stimulate cost-effective ideas and awareness of the use of financial, human, and natural resources on campus. While some aspects of a program may be unique to a particular institution, creative administrators may tailor the programs to their schools. Notable programs, some of which received prizes up to $10,000, include: the George Washington University alterations of student residence bathrooms using Corian sheet materials to overlay ceramic wall tiles; the North Carolina State University Public Domain Software Access Facility, which provides free access to software and which replaces most commercial software packages; the Canisius College voluntary program of using the resources of faculty aged 60 to 70 on a reduced basis; the Southern Illinois University, Carbondale, software trading post; the University of Alabama asbestos abatement laboratory; and the University of California, San Diego, implementation of an automated library photocopy reform. A list of all 1986 incentive program participants is included. (SW)

ED 273 191 HE 019 605

Geographic Origins of Students, Fall 1985. Volume II. Report Number 2-86.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jul 86

NOTE- 468p.; For volumes I and III, see HE 019 604 and HE 019 606.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agricultural Colleges; College Credits; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; School Location; State Colleges; *State Universities; Undergraduate Students

IDENTIFIERS- *State University of New York

Fall 1985 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This second of three volumes presents data on credit course students by origin or origin grouping. Contents include: separate tables for each New York State county; the permanent residence of students from outside of New York State broken down by standard geographic regions; the percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across four New York State Planning Regions and region totals distributed across institutions; and percent distribution of all first-time full-time undergraduate credit course students and transfer undergraduate students in terms of institutional totals distributed across the four New York State Planning Regions. Categories of geographic areas outside New York State include: the rest of the United States, U.S. territories and possessions, the Far East, Near and Middle East, Europe, Caribbean, Africa, South America, Oceania, Central America, and North America. (SW)

ED 273 272 IR 012 316

Gray, Peter J.
Evaluation Policy for District Computer Use. Evaluation Guides. Guide Number 19.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adoption (Ideas); *Board of Education Policy; Change Strategies; Computer Literacy; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Microcomputers; *Policy Formation; Program Implementation; *School Districts; Technological Advancement
IDENTIFIERS- *Policy Analysis

Policy analysis is the process by which systematically collected information is provided to decision makers. As an integral part of a specific policy setting process and a comprehensive planned change process, such analyses can provide school administrators with much needed information to guide their decisions concerning district-wide microcomputer use. Policy analysis steps include: (1) PIN (problem-issue-need) clarification; (2) question development; (3) data collection, analysis, and synthesis; and (4) identification of alternative policy options and their implications. One way to gain information about potential PINs is to have knowledgeable people report on the conditions in the district regarding uses of computers for instruction (e.g., problem solving, computer literacy, and computer science) and for local and district-wide administrative and support services. Individual and overlapping PINs can become part of a three-point summary focusing on things that are not now PINs, those things that are PINs, and those things that are unknown. Questions can then be formulated to focus the policy analysis, for example, questions regarding curriculum impact, courseware development and evaluation, and teacher training. The specific procedures used will depend on the nature of the questions addressed and the resources available. While the formation of policy options and their implications should fall to the district superintendent and key staff, the details of implementation should be left to those who will be most directly involved. Finally, policy analysis can form the basis of a systematic problem-solving approach to the formulation of policy options and subsequent planning for implementation. A list of references is provided. (JB)

ED 273 288 IR 051 612

Greene, Gloria; Robb, Reive

Second Survey of Library and Information Manpower Needs in the Caribbean, Volume I. The Survey and Its Findings.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/12
PUB DATE- Feb 85
NOTE- 103p.; For a preliminary report, see ED 232 653.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Developing Nations; *Educational Resources; Employment Statistics; *Information Services; *Labor Needs; *Labor Supply; Libraries; Library Education; Models; Needs Assessment; Occupational Surveys; Paraprofessional Personnel; *Prediction; Professional Education; Professional Personnel; Questionnaires
IDENTIFIERS- *Caribbean; *Manpower Planning; Manpower Research

The main concerns of this manpower survey were to examine and, where possible, modify and expand on the manpower planning model generated in the 1982 pilot study, and to use the model to assist with the forecasting of manpower requirements for library and information systems in the Caribbean region. Libraries and information systems in this area generally face a major recruitment and training problem. Two solutions are proposed: (1) ensure that paraprofessionals are more formally incorporated into the library systems, or (2) give priority to the training and recruitment of professionals. Encouraging a movement of critical skills could reduce the relatively high rates of vacancies in specific types of libraries in various countries, and emphasis on short, specialized courses and graduate training abroad will continue to supplement regional library school programs. Increased automation, sharing of resources, and creating more effective lobbies will enhance manpower capabilities. The statistical findings and survey instruments are provided in five appendices. A glossary, a map, geographic statistics, footnotes, and a bibliography are also included. (KM)

ED 273 303 IR 051 629

Chorvinsky, Milton
Directory of Library Networks and Cooperative Library Organizations, 1985.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-215
PUB DATE- 85
NOTE- 109p.; For the 1980 edition, see ED 205 191.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Libraries; Library Cooperation; *Library Networks; Shared Library Resources

Designed to ease communication and resource sharing by libraries across the nation, this directory lists 968 cooperating library organizations. Library networks are listed by state and are arranged alphabetically within each state listing. Each entry includes the network name, acronym (if any), address, name and title of the director of operations, and telephone number. An alphabetical index of library networks with cross-references to entry numbers is provided. (KM)

ED 273 089 FL 015 816

Draper, Jamie B., Comp.; And Others

State Initiatives and Activities in Foreign Languages and International Studies.

Joint National Committee for Languages, Washington, DC.
PUB DATE- Mar 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Graduation Requirements; Higher Education; *International Studies; National Surveys; *Professional Associations; *Second Language Programs; *State Departments of Education; *State Legislation; *State Programs

This report, derived from a survey of foreign language supervisors in each state and the District of Columbia, provides an overview of the various state initiatives and activities in foreign languages and international studies. The report is intended to provide some useful information to national policymakers, state governments, and concerned organizations. Arranged by states (including the District of Columbia), the topics covered include legislation, legislative initiatives, task force recommendations, state board of education actions, statewide assessment programs, public school and higher education entrance and graduation requirements, accreditation requirements, professional association proposals, curriculum plans and changes, and funding terms. (MSE)

ED 273 163 HE 019 124

Simmons, Ruth J.

Haiti. A Study of the Educational System of Haiti and a Guide to the Academic Placement of Students in Educational Institutions of the United States. World Education Series.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- United States Information Agency, Washington, D. C.

PUB DATE- 85

NOTE- 132p.

AVAILABLE FROM- American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 330, Washington, DC 20036 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Curriculum; Credentials; *Elementary Secondary Education; *Foreign Countries; *Foreign Students; *Postsecondary Education; *Student Placement; Vocational Education

IDENTIFIERS- *Foreign Educational Credentials; *Haiti; United States

The educational system of Haiti is described, and guidelines for placement of Haitian students in U.S. schools at the secondary and postsecondary levels are presented. An introductory section covers Haiti's history, government, language, religion, school organization and administration, public and private education, and recent reforms. In addition to considering primary and secondary education, attention is directed to vocational training at the secondary level, teacher training, the State University of Haiti, university centers, and non-university tertiary-level training. Information is included on Haitian degrees, certificates, and diplomas. Placement recommendations approved by the National Council on the Evaluation of Foreign Educational Credentials are also provided. For each type of credential, information is provided on the entrance requirement, length of study, study programs that the credential is a prerequisite for in Haiti, and the placement recommendation for study in the United States. Appendices include Haitian grading scales, a glossary, and sample diplomas and certificates, along with a list of courses for the: nursing program, ethnology curriculum, development sciences curriculum, college of agronomy core curriculum, medicine program, and civil engineering program. (SW)

ED 273 204 HE 019 618

Barr, Margaret J.
Legal Liability: When Is the Union Responsible?
PUB DATE- Jul 86
NOTE- 6p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh Street, Bloomington, IN 47405 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)

DESCRIPTORS- Civil Liberties; *College Administration; Constitutional Law; Contracts; *Court Litigation; Criminal Law; Guidelines; Higher Education; *Laws; *Legal Responsibility; Private Colleges; Public Colleges; *Student Personnel Services; *Student Unions; Torts
IDENTIFIERS- *Negligence

Issues concerning legal liability for college student unions are examined, and guidelines are presented to reduce the risk of liability claims exposure for both the individual and the institution. General information is provided on: tort liability, civil rights liability, criminal liability, and contractual liability. In determining the potential for liability claims, a critical question is whether the individual was acting within the scope of professional responsibilities. The authority to act in the name of the institution rests on the legal foundation of the college or university. Differences for public and private institutions are also considered. Guidelines include: knowing one's authority to act, understanding institutional policies and rules, following the rules, reviewing written materials, informing individuals of risks associated with participation in activities sponsored by the union, assessing facilities and activities in terms of potential negligence claims, checking equipment, acting reasonably, becoming informed on current developments in the law, promoting legal awareness among the staff, and seeking legal advice. Court cases and references are cited. (SW)

ED 273 258 IR 012 259

Bacsich, Paul D.
Teleconferencing for Distance Education and Training: Is the Open University Experience Typical? Optel Report No. 16.
Open Univ., Walton, Bletchley, Bucks (England).
PUB DATE- Mar 85
NOTE- 25p.; This paper is based on a talk presented at a conference titled "Teleconferences in Europe: Evaluations and Perspectives" (Montpellier, France, March 1985). For a related report, see IR 021 260.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; *Distance Education; Educational Objectives; Electronic Mail; Higher Education; Microcomputers; Study Centers; *Telecommunications; *Teleconferencing; Training; Videotex
IDENTIFIERS- Europe (West); *Open University (Great Britain)

This paper surveys the various teleconferencing trials in the Open University, and attempts to analyze why they have been relatively unsuccessful compared to other new media initiatives such as audio cassettes and computer assisted learning. The situation is placed in the context of British and European educational use of telecommunications in education and training. Three areas of teleconferencing that have been used or are being considered at the Open University are discussed: (1) audio-conferencing via telephone is discussed in terms of technical, cost, and educational factors; (2) a discussion of the trials of Cyclops, an experimental audio-graphic conferencing system which transmits handwriting over telephone lines (telewriting), focuses on costs, technical factors, and student response to the tutorials presented via the system; and (3) the potential for use of a sophisticated electronic mail system and/or viewdata system for computer conferencing is considered. It is noted that there is very little use of teleconferencing in British education, and it is suggested that reasons for this include cultural factors, cost of communications, organizational problems, and geographical and time factors. European perspectives are briefly reviewed as they relate to the British experience, and a discussion of future perspectives includes scenarios for the years 1992 and 2000. It is concluded that the organizations most likely to use new telecommunications technology are those with a training rather than an educational brief, who are prepared to concentrate on training at the workplace rather than at home. A 24-item reference list concludes this report. (DJR)

ED 273 318 JC 860 470

Olszak-McClaine, Lisa M.

Butler County Community College Study of Attrition (Full-Time Students): Fall 1984, Spring 1985, Fall 1985.

Butler County Community Coll., Butler, PA.
PUB DATE- Aug 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; College Transfer Students; Community Colleges; Dropout Research; *Dropouts; *Enrollment Influences; Majors (Students); Questionnaires; School Surveys; *Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In order to determine the reasons for student attrition at Butler County Community College (BCCC), a questionnaire was sent to each of the 188 students who were enrolled in the fall 1984, spring 1985, or fall 1985 semesters who did not return the following semester. After phone and postcard followups, an 80% response rate was achieved. Study findings included the following: (1) attrition rates were 3.7% in fall 1984 and fall 1985, and 15.5% in spring 1985; (2) 51% of the non-returning students were female and 49% were male; (3) the most commonly cited reason for not returning was "transfer," followed by "other" (which included reasons such as graduation, joining the military, and pregnancy), "moved," "marriage," and "found employment"; and (4) the General Studies Program, the Business Administration Program, and the Biological Science Program had the highest rates of attrition. The survey instruments are appended. (EJV)

ED 273 332 JC 860 488

Copeland, Scott A.
University of Puget Sound American Association of Colleges/Mellon Foundation Transfer Student Project: 1985-86 Report.
University of Puget Sound, Tacoma, Wash.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Association of American Colleges, Washington, D.C.
PUB DATE- 86
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admissions Counseling; *Articulation (Education); *Black Students; Business Administration; *College Transfer Students; Community Colleges; Educational Mobility; Higher Education; Postsecondary Education; *Student Recruitment; *Transfer Programs; *Two Year College Students; Universities

The University of Puget Sound's (UPS's) transfer student project was designed to aid black community college transfer students in pursuing a baccalaureate degree in business administration. Initially, Tacoma Community College (TCC) was targeted as the project partner because of its close proximity to UPS, its large minority population, and the ease of course transferability. The project involved the recruitment of TCC students; student transcript evaluation and testing; student visits to UPS for academic advising, career counseling, financial aid guidance, and visits to a business class; and receptions with UPS business faculty and students. In addition, the Black Student Union (BSU) became involved in the project. In meetings with community college students, the BSU president discovered several reasons that black students did not consider transferring to UPS, including a general apathy toward higher education, perceptions of UPS as an "all-white" institution with culturally and socially inadequate programs, and a feeling of inadequacy and lack of preparation. Plans for the expansion of the project include the addition of Pierce College as a target school and the provision of transfer information to all applicants from TCC and Pierce College. Appendices to the project report include information on program costs; materials used in counseling, recruitment, and other project activities; a consultant's report; results of student testing and transcript evaluations; and promotional materials. (LAL)

Zwerling, L. Steven
The Humanities and the "New Student": Some Possibilities for Social Transformation.
PUB DATE- Oct 86
NOTE- 23p.; Paper presented at "The Social Role of the Community College," a Conference sponsored by Broome Community College and the University Center at Binghamton, State University of New York (Binghamton, NY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Community Colleges; Curriculum Development; Educational Change; Educational Needs; Educational Objectives; *Equal Education; *Humanities Instruction; *Liberal Arts; School Responsibility; Student Needs; Two Year Colleges; *Two Year College Students

Traditionally, an immersion in the humanities has been available to the children of the elite at selective colleges and universities. The lower classes, if they studied at all, studied vocational subjects, taking few courses in the liberal arts. The community colleges, through their humanities course offerings, can play a democratizing role in higher education. The current socioeconomic opportunity structure is such that the competencies best engendered via the humanities are those required for entry-level positions and ultimate career success. Thus, if the students who begin their higher education at the community college level are to receive both a liberating and a practical education, the humanities must develop an agenda that gives students a realistic chance to begin and develop their careers. Despite a history of low expectations of community college students held by both the students and the college, despite the reputation of community colleges as cooling out tanks or overflow reservoirs for four-year institutions, and despite low faculty enthusiasm about their own dead-end careers, there exists within the community college the potential for a more progressive, inclusive agenda for the humanities. This agenda would focus on multiple forms of humanistic curricular structures appropriate to the "new" students; i.e., full-time, traditional students in career or transfer programs, young adult part-time students seeking degrees or career advancement opportunities, and older students taking courses for personal growth. Humanities curricula must consider the specific needs of these groups and market directly to each. (EJV)

ED 273 373 PS 015 998

Palmer, Colin R.
Technological Changes and the Adolescent.

PUB DATE- 84
NOTE- 8p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Developed Nations; Foreign Countries; Secondary Education; *Student Behavior; *Technological Advancement; *Television Viewing; *Video Equipment; *Videotape Cassettes
IDENTIFIERS- Postman (Neil); *United Kingdom

Although teaching continues to be a predominantly oral tradition, supplement of resources, such as films and television are widely used as teaching aids. An exponential growth exists in market exports of television equipment and in the expenditure on television and video equipment in the United Kingdom (UK). In the UK it is probably true that children have to be at school till they are 11 years old before they become exposed to their teacher as much as to television. As video-cassette recorder sales increase, this condition will be exacerbated. Postman (1983) may be correct in arguing that childhood is disappearing, because it is no longer necessary for children to learn to read, write, and calculate when they can easily use sophisticated electronic equipment. Because of the availablity of video-cassette recorders the impact of television on a possibly disappearing childhood takes on an added twist; youth in Glasgow, Scotland, for example, tend to watch pirated copies of films they would not be permitted to watch in the cinema. Certainly, though, youth in the future will still have to gain knowledge, values, beliefs, and skills. That will take time, and that time will still be childhood. Of course, what teachers do may change, and the means by which they do it may change radically. (RH)

Taliuli, Nelma; Gama, Elizabeth M. P.
Causal Attribution, Self-Concept and Academic Achievement of Children from Low SES Families.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Attribution Theory; Educational Research; Elementary Education; *Elementary School Students; Foreign Countries; *Mathematics Achievement; Self Actualization; *Self Concept; Success
IDENTIFIERS- *Brazil; *Causal Analysis

This investigation was designed (1) to assess to what causal factors Brazilian elementary students attribute their success or failure in achievement tasks; (2) to verify whether their attributions can be classified into the categories proposed by Weiner (1972): ability, effort, task difficulty, and luck; and (3) to assess the relationship between academic achievement, attributional patterns and self-concept. The subjects in the two studies consisted of 237 low socioeconomic status fourth grade students classified as having satisfactory (SP) and unsatisfactory (UP) academic performance. Study one showed that students' attributions can be classified into the four causal factors. In study two, subjects were administered a self-concept test, two mathematics, and two Portuguese tests. Asked to assign causality to their outcome, most of them attributed their success to effort. SP students externalized their failure and UP students internalized it. SP students had significantly higher self-concept scores. Results suggest that students with a history of academic success feel more capable to perform well than children with a history of failure. The latter do not believe in their ability to succeed. (Author/HOD)

ED 273 415 RC 015 893

Slesinger, Doris P.; Cautley, Eleanor
Determinants of Poverty among Rural and Urban Women Who Live Alone.
PUB DATE- Aug 86

NOTE- 38p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Blacks; Census Figures; Divorce; *Females; Income; *Older Adults; *Poverty; *Profiles; Rural Population; *Rural Urban Differences; Whites; Young Adults
IDENTIFIERS- Feminization of Poverty; *Single Adults

Using data from the 1980 Census Public Use Microdata Sample, this paper examines characteristics of women who live alone and incidence of poverty in this group. Results show there are two distinct subgroups among women who live alone: the elderly, most of whom are widowed; and the young, many of whom are single or divorced. For both groups, about one in four is living in poverty. Small town and rural women are more likely to be poor than central city women. Least likely to be poor are women who live in suburbs. Nonwhite women are more likely to be poor than white women. There is a curvilinear pattern with age, with two-thirds of women under 20 and those 80 and older living in poverty. In a multivariate analysis of younger women, employment, education, and age explain most of the variance in proportion in poverty. Education, having multiple sources of income, and race are the strongest explanatory variables for older women. Women have greater chances of living in poverty due to lower wage scales and dependence solely upon widow benefits. Government programs aimed at the elderly poor often fall short of raising them out of poverty. References, data tables, and graphs are appended. (Author/NEC)

Rochin, Refugio I.; de la Torre, Adela
The Current Status and Future of Chicano Studies Programs: Are They Academically Sound?
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Conference of the National Association for Chicano Studies (14th, El Paso, TX, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Affirmative Action; *College Programs; Comparative Analysis; Educational Environment; Educational Opportunities; Educational Quality; *Enrollment Trends; *Ethnic Studies; Faculty Integration; Futures (of Society); Higher Education; *Program Content; Program Improvement; School Holding Power; School Surveys
IDENTIFIERS- *Chicano Studies; Mexican American Studies; *United States (Southwest)

Using survey responses and catalogue descriptions from 38 programs, the paper examines the current status of Chicano studies programs in four-year colleges/universities in the Southwest. Findings indicate many programs evolved from the civil rights legislation of the 1960s to address ethnic minority concerns and to offer curriculum in the humanities and social sciences but currently serve as a means for fulfilling Affirmative Action requirements and developing a community of Chicano scholars. Identified as problems affecting Chicano studies programs are low Chicano student enrollment, relatively poor student retention and completion of college degrees, paucity of Chicano faculty, and a negative environment for Affirmative Action. Most problems identified by Chicano respondents appear to revolve around the perception of little support for Affirmative Action. Most Chicano studies programs need and want more Chicano faculty and students on their campuses. With more faculty present, the possibility of attracting (increasing enrollment) and serving (increasing retention) more Chicano students improves. Key components of an ideal program, as identified by the survey, include, in order of importance, better campus Affirmative Action, more trained (Ph.D.) Chicano scholars, greater funding, more "activists" (politically involved Chicano students), good "educational" services, a positive public image, and strong community ties. A two-page list of references concludes the document. (NEC)

ED 273 061 EC 190 256

An Investigation of Four Instructional Methods for Teaching Social Skills to Mentally Retarded Secondary Students. Final Report.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 40p.
GRANT- G008300002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Rating Scales; Group Discussion; High Schools; *Interpersonal Competence; Knowledge Level; *Mild Mental Retardation; Program Effectiveness; Role Playing; Teaching Methods; *Videotape Recordings; *Vocational Adjustment

The relative effectiveness of four instructional methods for increasing the interpersonal vocational skills of 122 mildly retarded high school students was investigated. Curriculum packages featured (1) verbal presentation of problematic social situations, (2) verbal presentation coupled with behavior rehearsal, (3) videotape vignettes of problem situations coupled with teacher led discussions and (4) teacher modeling, videotape presentations of problems coupled with behavior rehearsal. Analysis of pre- and post-measures on the Test of Interpersonal Competence for Employment revealed that all methods were effective in increasing student knowledge of the content and that the combination of videotape modeling and problem solving was most effective while the combination of teacher guidance modeling and behavior rehearsal was not successful. The time spent in teaching a lesson was not positively related to student knowledge gain; in fact, the most effective instructional method required the least class time. Appended are the Scale of Interpersonal Competence for Employment developed by Gilbert Foss, a teacher lesson evaluation form and a teacher satisfaction form. (CL)

ED 273 105 FL 015 920

Riley, Philip
Your Slip is Showing: Communicative Interference in Second-Language Learning.
PUB DATE- 84
NOTE- 48p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers; see FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Problems; *Communicative Competence (Languages); Contrastive Linguistics; *Cultural Context; Culture Conflict; Discourse Analysis; *Intercultural Communication; *Interference (Language); Pragmatics; Second Language Learning; *Sociocultural Patterns; *Speech Acts

The basic premise of this paper is that second language learning or teaching is an exercise in contrastive linguistics because learners filter and assimilate the second language through the categories and experiences represented by the first language to create situationally appropriate utterances. By selecting and exchanging information, participants in an interaction negotiate meaning, in order to establish common ground for the interpretation of their discourse. Problems in expression or comprehension are dealt with by a variety of communicative strategies such as topic avoidance, message abandonment, self-repair strategies, and collaborative strategies. Communicative interference occurs when speakers are unaware of a communicative problem and fail to express themselves appropriately or to interpret the interlocutor's meaning in a socially appropriate way. Communicative failure can occur at many levels and result in pragmatic failure in linguistic realization (the elements coded to carry messages, such as grammar and nonverbal features), communication (illocutionary value, reflecting the speaker's intention in the communication act), interaction (the system of address and turn-taking), or information (the knowledge exchanged or negotiated). Activities for developing communicative competence and for teaching and learning cultural competence are provided. (MSE)

ED 273 231 HE 019 647

Roemer, Ronald
Cut Federal Aid to College Students?
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; *College Students; Dependents; *Economic Climate; *Eligibility; Family Income; *Federal Aid; Financial Problems; Higher Education; Political Influences; Self Supporting Students; *Student Financial Aid
IDENTIFIERS- *Reagan Administration

Proposed levels of federal aid to college students and the national economic context are considered. Compared to fiscal year 1985 and 1986 budgets, the Reagan administration has requested $2.3 billion less in various financial aid programs. It has proposed legislation limiting federal grants, direct loans, or work study jobs to students from families with adjusted gross incomes of $25,000 or less, while also placing a $4,000 cap on the total aid given to low-income students. Students from families with adjusted gross incomes of over $32,500 would be ineligible for subsidized loans. A major issue in the debate over financial aid is the definition of financially independent students. The debate over the 1986 financial aid budget presents important challenges to higher education, since the federal deficit that will be an increasingly critical issue in the future. It will also be necessary to determine how to reduce the cost of the financial aid program without demaging the system or its goals. Another challenge facing higher education is to disprove the myth that most students receiving financial aid do not need it and that they are exploiting the system. Positions in the debate over financial aid held by private individuals as well as government officials and U.S. congressional members are included. (SW)

ED 273 359 PS 015 984

Baginda, Abdullah Malim
Juvenile Delinquency and Some Measures to Control Its Increasing Trends.
PUB DATE- 84
NOTE- 10p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delinquency; *Delinquent Rehabilitation; *Etiology; Family Role; Foreign Countries; *Incidence; Intervention; *Juvenile Courts; Prevention; Volunteers
IDENTIFIERS- *Malaysia

Based mainly on personal experience and conditions prevailing in Malaysia, this discussion of juvenile delinquency explores (1) the extent of the problem; (2) some causative factors from a theoretical viewpoint; (3) criminal justice system provisions for dealing with the problem; and (4) preventive measures. In Malaysia, between 1960 and 1980 the number of juvenile offenders brougnt before the courts increased by nearly 40 percent. Nearly all offenders were male. Only 0.14 percent of all minors were delinquent. As in other countries, delinquency in Malaysia is largely an urban phenomenon brought about mainly by the process of national development and, more specifically, by the increasing pace of industrialization and urbanization. Poverty, in itself, is not a cause, but combined with other circumstances may induce delinquency. Other possible causes of delinquency are suggestd by cultural-transmission theory, psycho-biological perspectives, and family and community factors. When a juvenile has been found guilty of a crime, courts may order either institutional or community-based treatments, depending on the gravity of the offense and other factors. In treatment, community influence is great. Through carefully selected volunteers, the community can help juveniles grow out of their delinquency. The family, in various ways, can play a vital role in the prevention of delinquency. (RH)

ED 273 443 SE 046 896

Brody, Michael J.
Translating Research Reports into Educational Materials or How To Take a Neat Piece of Research and Turn It into a Curriculum.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Concept Teaching; Environmental Education; *Learning Strategies; Marine Education; *Science Activities; Science Education; *Science Instruction; *Science Materials; Secondary Education; Secondary School Science; Water
IDENTIFIERS- *Concept Mapping; *Vee Mapping

The rationale and procedures involved with the instructional strategies of concept mapping and Gowin's Vee Mapping are provided in this paper. Specific directives are outlined for building concept maps and vee maps. Examples of both types of these maps are given and explanations are offered on their form and use. Concepts and activities illustrated in the maps include: (1) hydrometer/thermometer density activity; (2) seawater density (both pre and post-instructional maps); (3) hydrometer demonstration; (4) role of thermocline in summer salmon distribution, and (5) Lake Ontario salmonid research. A bibliography of nine references is provided. (ML)

ED 273 076 EC 190 271

Larter, Sylvia; And Others
Identification, Placement and Review Process: Parents'/Guardians' Opinions #179.
Toronto Board of Education (Ontario). Research Dept.

REPORT NO.- ISBN-0-88881-188-8
PUB DATE- Jun 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Differences; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Handicap Identification; Opinions; *Parent Attitudes; Parent Role; *Parent School Relationship; *Parent Teacher Conferences; Participant Satisfaction; Program Effectiveness; Special Education; *Student Placement
IDENTIFIERS- Ontario (Toronto)

A study assessed parental satisfaction or concern with the identification, placement, and review process as developed and implemented by the Special Education Department of the Toronto Board of Education. Interviews were completed with 208 parents who participated in the process during January and February 1986. Fifty-eight percent of the parents belonged to non-Canadian cultural groups, including Portuguese, English, West Indian/African, and Chinese: the majority of their children were divided into six groups: elementary learning disability/reading clinic; elementary gifted; secondary (not gifted); physical handicaps, behavioral problems, and hearing problems; deferred; and not exceptional. In general, the parents interviewed evaluated the process very positively: they felt comfortable and relaxed in meetings which they felt were open, professional, and informative. Problems did exist in some areas, including lack or unavailability of materials in the parents' native language, poor parent preparation and inadequate information, the length of the process, parental alienation from information sharing and decision making before, during, and after the procedural meetings, and the structure and procedures of the committee. Analysis of placement by cultural group indicated that Canadian and West Indian/African parents had the highest percentages of children in the elementary learning disability/reading clinic programs and that Portuguese, West Indian/African and Chinese parents had the lowest percentage of children in the elementary gifted programs. Appendices include a special education guide for parents, a resource booklet for parents of children in the gifted program, a special education fact sheet, a flow chart of the identification/placement process, and the interview questions. (CB)

ED 273 120 FL 015 936

Guidelines for Language Usage in Bilingual Education and English as a Second Language Programs. Pre-K--12th.

Texas Education Agency, Austin.

PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Grading; *Language of Instruction; *Limited English Speaking; Screening Tests; Second Language Programs; Statewide Planning; *Student Placement; Student Promotion

Revised guidelines for the administration of Texas bilingual education and English as a second language (ESL) programs for limited-English-proficient (LEP) public school students deal with two issues: (1) the amount of instructional time to be provided in the student's primary language and in English, and (2) the relationship between instruction through the primary language and the required essential program elements. The guidelines begin with a statement of purpose and authority and a brief description of program content and rationale. Subsequent sections outline: procedures for identification, assessment, and placement of LEP students; instructional design for mastery of essential elements or competencies, for LEP, bilingual, and ESL students and for progression through the elements; initial bilingual program placement in six categories; initial ESL placement in five categories for elementary and secondary grades; and grading, promotion, and the essential elements. A glossary and reference list are appended. (MSE)

ED 273 135 FL 015 957

Fox, Frank; And Others
The Multilingual Preschool Parent Participation Project of the Sacramento City Unified School District. Summary of the Final Evaluation Report.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Chinese Americans; Laotians; *Limited English Speaking; *Parent Attitudes; *Parent Participation; *Preschool Education; Program Development; *Program Effectiveness; Spanish Speaking; Teacher Attitudes; Vietnamese People
IDENTIFIERS- Hmong People; *Sacramento City Unified School District CA

This paper summarizes the five year period (1980-1985) of the Sacramento City Unified School District Parent Participation Preschool and Children's Centers. The program provided multilingual education to preschool children and their limited-English-speaking parents. Children were enrolled in existing Head Start and State Preschool programs, and they received extra services. Parents were

give home teaching kits for reinforcement of classroom lessons and for dissemination of information about community resources. The first phase of the program served speakers of Chinese, Vietnamese, and Spanish; the second phase added Hmong and Laotian services. Evaluation of the program by parents and teachers was very favorable. Recommendations for continuation of the program include the following: (1) more clearly articulated goals and objectives; (2) a longitudinal evaluation plan; (3) replicability of the model; (4) alternative funding sources from within and outside of the district; and (5) dissemination of program outcomes to a wider audience. Data on the program population, developmental assessment instruments and results, and parents' and teachers' program evaluation results are appended to the evaluation summary. (MSE)

ED 273 149 FL 015 978

Fillmore, Lily Wong
Second Language Learning in Children: A Proposed Model.
PUB DATE- 85
NOTE- 11p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Language Processing; *Learning Processes; Learning Theories; Preschool Education; *Second Language Learning; *Young Children

Three types of processes occur in language learning, each intricately connected with the others. Social processes are the steps by which learners and target language speakers create a social situation in which target language communication is possible and desired. Linguistic processes are the ways in which assumptions held by target language speakers cause them to select, modify, and support the linguistic data produced for the sake of the learners. Cognitive processes involve the analytical procedures and operations taking place in learners' heads and ultimately resulting in acquisition of the language, and can be general or specialized for language learning. Both types of cognitive processes are involved in language learning, but in first language learning the specialized processes dominate, and in second language learning the general processes are more heavily involved. These processes work or do not work in relation to variation in three components of language learning: the learners, the target language speakers who provide access to the language, and the social setting that brings them together frequently enough for learning to occur. Much of the variability in language learning can be attributed to differences among learners in the application of cognitive mechanisms and ability, but can also be related to differences in the other two components. (MSE)

ED 273 218 HE 019 634

Peterson, Marvin W., Ed.
ASHE Reader on Organization and Governance in Higher Education. Third Edition. ASHE Reader Series.
Association for the Study of Higher Education.
REPORT NO.- ISBN-0-536-05557-2
PUB DATE- 86
NOTE- 469p.
AVAILABLE FROM- Ginn Press, 191 Spring Street, Lexington, MA 02173 ($24.00, complimentary desk copy with 10 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Freedom; Anthologies; Board Administrator Relationship; Budgeting; *College Administration; College Governing Councils; College Planning; College Presidents; *Governance; Higher Education; Leadership Responsibility; *Organizational Effectiveness; Organizational Theories; *Postsecondary Education as a Field of Study; Retrenchment; *School Organization; Statewide Planning; Tenure; Unions

An anthology of supplementary text material on organization and governance in higher education is presented for use in graduate courses in the field of higher education administration. The chapters are divided into three sections: organization, governance, and responses to internal and external pressures. Chapter titles and personal/corporate authors are as follows: "Alternative Models of Governance in Higher Education" (J. Victor Baldridge, David V. Curtis, George P. Ecker, Gary L. Riley); "Administrative and Professional Authority" (Amitai Etzioni); "The Organizational Saga in Higher Education" (Burton R. Clark); "Educational Organizations as Loosely Coupled Systems" (Karl E. Weick); "The Processes of Choice" (Michael D. Cohen, James G. March); "Organizational Culture in the Study of Higher Education" (Andrew T. Masland); "Performance and Paralysis: The Organizational Context of the American Research University" (Daniel Alpert); "Measuring Organizational Effectiveness in Institutions of Higher Education" (Kim S. Cameron); "Emerging Developments in the Study of Organizations" (J. March); "Emerging Developments in Postsecondary Organization Theory and Research: Fragmentation or Integration" (Marvin W. Peterson); "Evolution of University Organization" (E. D. Duryea); "Process of Academic Governance" (Kenneth P. Mortimer, T. R. McConnell); from "The Control of the Campus: A Report on the Governance of Higher Education" (The Carnegie Foundation for the Advancement of Teaching); "Trustee-President Authority Relations" (Robert E. Cleary); "The College Presidency: Yesterday and Today" (Joseph F. Kauffman); "Leadership in an Organized Anarchy" (Michael D. Cohen, J. March); "Faculty Organization and Authority" (B. Clark); "1982 Recommended Institutional Regulations on Academic Freedom and Tenure" (American Association of University Professors); "Senates and Unions: Unexpected Peaceful Conexistence" (Frank R. Kemerer, J. Baldridge); "The Role of Rationality in University Budgeting" (Ellen E. Chaffee); "Power and Centrality in the Allocation of Resources in Colleges and Universities" (Judith D. Hackman); "Institutional Environments and Resource Dependence: Sources of Administrative Structure in Institutions of Higher Education" (Pamela S. Tolbert); "System Arguments for Diversity" (Robert Birnbaum); "Demographic and Related Issues for Higher Education in the 1980s (Lyman A. Glenny); from "Challenge: Coordination and Governance in the '80s--A Report on Issues and Directions in Statewide Coordination and Governance of Postsecondary Education in the 1980s" (Education Commission of the States); "Organizational Adaptation and Higher Education" (K. Cameron); "Strategic Planning for Higher Education" (Philip Kotler, Patrick E. Murphy); "Matching Managerial Strategies to Conditions of Decline" (K. Cameron, Ray Zammuto); and "Organizational Decline: A Neglected Topic in Organizational Science" (David A. Whetten). A list of other collections and monograph series that would be appropriate for graduate courses is included. (SW)

ED 273 245 IR 012 241

Kesten, Cyril; Burgess, J. Orrison
A System Evaluation of the University of Regina Television Project, 1984.
Regina Univ. (Saskatchewan). Faculty of Education.
PUB DATE- 85
NOTE- 100p.; Study conducted on behalf of the Educational Studies Group of the Faculty of Education under contract with University Extension, University of Regina.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Delivery Systems; *Distance Education; *Educational Television; Foreign Countries; Formative Evaluation; Higher Education; *Program Effectiveness; Program Evaluation; Telecourses
IDENTIFIERS- Countenance Model (Stake); Fiber Optics; Stake (Robert E); *University of Regina SK

This description of a project offering live television transmissions as an addition to the University of Regina's (Saskatchewan, Canada) distance education system includes: (1) an introduction; (2) a description of and rationale for the evaluation model used; (3) a description of the data collection process; (4) a summary of the findings; and (5) an assessment of the effectiveness of the project based on the findings. The introduction includes descriptions of the program, class delivery procedures, and the limitations of the evaluation to the system used to deliver instruction. The evaluation model is based on Robert Stake's "Countenance" model. Data collection procedures include the use of questionnaires and reporting forms, samples of which are appended. The findings include antecedents, information on procedures both inside and outside of class, and outcomes. The report on the evaluation discusses the support system, technical system, students, and student/instructor interaction, and provides some general comments on instruction. It was concluded that the project was successful, and the data collected and analyzed will lead to further evaluation, refinement, and development for the use of technology in the distance education program. The appendices include the evaluation model, questionnaires, reporting form and analysis of data forms, class outlines, and a report of observations. (DJR)

ED 273 289 IR 051 613

Nichols, Margaret Irby
Selecting and Using A Core-Reference Collection.
Texas State Library, Austin.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
  Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Annotated Bibliographies; Evaluation Criteria; *Library Acquisition; *Library Collection Development; *Library Materials; *Reference Materials
IDENTIFIERS- Selection Tools

This guide is designed to assist librarians in the selection, acquisition, and use of a core-reference collection. Section 1, "Sources," is an annotated bibliography which focuses on the selection of those works that should constitute the main reference holdings in a small library or a desk (ready-reference) collection in a larger library. Sources have been limited to 76 currently available works which are priced reasonably and judged to be of excellent quality. An additional 50 reference works are cited in 27 notes. Topics covered are: (1) General Works; (2) Biography; (3) Religion; (4) Language; (5) Literature; (6) Visual and Performing Arts; (7) History; (8) Statistics; (9) Political Science and the Law; (10) Geography; (11) Careers and Education; (12) Business; (13) Social Customs, Home Life, and Sports; and (14) Science and Technology. Section 2, "Priority Ratings of Sources," is designed to help small libraries in the acquisition process. The sources listed in the bibliography are divided into 10 groups, with 20 sources, such as almanacs and encyclopedias, arranged according to required frequency of purchase (e.g., annually, biennially). The remaining 59 works are arranged in their order of importance. Section 3, "Reference Works Exercises," is intended for library workers new to the reference staff or more experienced workers who wish to review the use of basic reference tools. Nine exercises, each with an informative introduction, require the use of a variety of reference sources. The guide is indexed by title and subject. (KM)

Van Liew, Gayle Dorothy

The Effect of the Thor Ruling on School Librarian's Ability to Obtain Copies of Children's Literature and Reference Materials in Atlanta Public Schools.

PUB DATE- 86
NOTE- 83p.; Student paper, Georgia State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; *Library Acquisition; Library Materials; *Library Material Selection; Publishing Industry; Purchasing; *Reference Materials; *School Libraries
IDENTIFIERS- *Atlanta Public Schools GA; Georgia (Atlanta)

Data collected from library acquisition records on microfiche helped ascertain the effects of the Thor Power Tool Company Supreme Court decision in 1979 on a sampling of four randomly selected schools in the Atlanta Public School System between 1978 and 1985. Prior to this decision, some publishers kept a substantial inventory of backlist titles and took write-downs for income tax purposes; however, this decision mandates that, retroactive to 1979, inventory that is neither damaged nor sold at a discount must be taxed. The percentage of titles out of print between 1980 and 1985 increased at the elementary level, as expected, but an unexplained decrease was found at the high school level. A consistently higher ratio of hardback to paperback books ordered was found for 1980 to 1985 contrary to publishers' predictions. No correlation was found between the ratio of book price changes and the rate of inflation between 1978 and 1985. It was concluded that secondary and elementary school librarian's percentage of difficulty in obtaining additional and/or replacement titles had not increased significantly since 1980. Supporting statistical data are presented in 2 tables, 3 figures, and 16 appendices. A list of references is also provided. (KM)

ED 273 319 JC 860 471

Digby, Kenneth E.
A Study of the Factors Which Influence Adult Enrollment in a Technical Institute.
PUB DATE- 22 Jul 86
NOTE- 49p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adult Students; College Choice; *Enrollment Influences; Enrollment Trends; Postsecondary Education; School Demography; School Surveys; *Student Characteristics; *Student Educational Objectives; *Technical Institutes; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Fayetteville Technical Institute NC

In spring 1986, a study was conducted at Fayetteville Technical Institute (FTI), North Carolina, to determine why students decided to continue their education, what factors triggered their enrollment, and what factors influenced their decision to attend FTI. A questionnaire was administered to 119 students enrolled in randomly selected day and evening accounting classes. Study findings, based on responses from 89 students, included the following: (1) when compared to findings of a 1979 statewide survey of North Carolina community college students, study results showed the FTI sample to be older, to include more women, and to have higher levels of educational attainment; (2) the typical FTI student was a married female, 27 years of age, who enrolled for the opportunity of obtaining a better job; (3) the top ranked reasons for continuing education were to "get a better job," "to earn more money," "to gain a general education," "to learn more things of interest," and "to contribute more to society"; (4) the most commonly cited reasons which triggered enrollment were "received encouragement," "dissatisfied with job," "financial aid became available," "obtained information about FTI," and "moved to community"; and (5) the top ranked institutional characteristics influencing the decision to attend were "courses available," "low cost," "location," "financial assistance," and "quality of instruction." The survey instrument is appended. (LAL)

ED 273 402 RC 015 879

Innovative Approaches to Providing Outdoor Education for Handicapped Students. Outdoor Education for the Handicapped.

Kentucky Univ., Lexington.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Mar 83
NOTE- 222p.; A product of the Outdoor Education for the Handicapped Project. For related documents, see RC 015 878-880.
GRANT- 6007903300
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Adult Education; Budgets; Cooperative Planning; Curriculum; *Day Programs; *Disabilities; Educational Innovation; Educational Objectives; Elementary Secondary Education; Experiential Learning; Facilities; Financial Support; Mainstreaming; *Outdoor Education; *Program Descriptions; *Residential Programs; *Special Education

This publication describes 12 outdoor education programs/centers serving persons with disabilities in their program curriculum. Each program is described in detail and each description includes an overview of purposes and goals, facility/site description, administration structure, program emphasis for disabled populations, and source of funding and annual operating budgets. The programs are geographically representative of the United States and incorporate "state-of-the-art" techniques/approaches utilized for outdoor education program planning development and implemented for the disabled. Included are examples of mainstreamed and segregated programs serving all types and ages of disabled persons in either residential or day programs. There are also examples of cooperative approaches to program design/development utilizing parents of disabled children, educators, and park and resource management personnel as members of planning teams. Other programs describe techniques used for fundraising and integrating outdoor education into the overall curriculum. Programs described are Babler Outdoor Education Center for the Handicapped; Bradford Woods Outdoor Education, Recreation and Camping Center; Camp Confidence; Colorado Outdoor Education Center for the Handicapped; Courage Center Outdoor Education Programs; Eckerd Wilderness Education System Camping Program; Georgia State Camping Program for the Handicapped; Lathrope E. Smith Environmental Education Center; Minnesota Outward Bound; Mt. Hood Kiwanis Camp; Nassau BOCES Outdoor and Environmental Education Program; and Santa Fe Mountain Center. (NEC)

ED 273 090 FL 015 820

Johns, Ann M.

Writing Tasks and Evaluation in Lower Division Classes: A Comparison of Two- and Four-Year Post-Secondary Institutions.

PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Cognitive Processes; Cohesion (Written Composition); Comparative Analysis; *Evaluation Criteria; Grammar; Handwriting; *Higher Education; Spelling; *Teacher Attitudes; *Two Year Colleges; *Writing (Composition); *Writing Evaluation

A survey was conducted among community college and university faculty to obtain information on writing task assignments and evaluation in classes (excluding English classes) taught during the first two years of postsecondary education. It was found that faculty in two- and four-year colleges commonly require only essay responses in tests and assignments. The cognitive demands of the tasks are generally advanced, and include evaluation and synthesis, although there is some variation between the two- and four-year institutions. Faculty state that they weigh discourse-level features such as content and organization more heavily than sentence-level features such as spelling, grammar, and mechanics; the groups are shown to differ significantly on reaction to wordiness and poor handwriting. Faculty report that they are pleased by students' progress, creativity, and humor; they are most annoyed by sentence-level features, an observation that seems to contradict their statements on criteria for evaluation. (Author/MSE)

ED 273 178 HE 019 568

Ludwig, Meredith; And Others

Public, Four-Year Colleges and Universities: A Healthy Enrollment Environment?

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.

PUB DATE- May 86
NOTE- 53p.; Document printed on colored paper.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; College Freshmen; Employment Patterns; Enrollment Influences; *Enrollment Trends; Full Time Students; Geographic Regions; Graduate Students; Higher Education; *Land Grant Universities; Part Time Students; Professional Education; *Public Colleges; *State Colleges; *State Universities; Undergraduate Students

Enrollment patterns for campuses belonging to the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges are reported. A total of 473 colleges (85% response rate) provided estimates of enrollments expected for fall 1985. Attention is directed to enrollment trends for undergraduate and graduate students, first professional students, and first-time freshmen. Regional enrollment trends are also reported. Enrollment is analyzed in the context of other trends affecting higher education: an aging population, growth of minority groups, academic preparation of students for college, and employment patterns. Employment data for 1984-1985 are included on: the fast growing technician occupations for 1984-1985 (number of paralegal personnel, computer programmers, engineering, and medical records technicians); and number of teaching positions at the elementary, secondary, college, adult education, and vocation education levels. Trends in selected research occupations and professional fields are also reported. Another area of consideration is enrollment trends and conditions at historically public black colleges and universities that are members of the Office for the Advancement of Public Black Colleges. Data are reported for the total sample and for individual institutions. (SW)

ED 273 192 HE 019 606

Trends in Geographic Origins of Students. Full-Time, 1959-1985. First-Time Full-Time, 1979-1985. Volume III. Report Number 2-86.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Jul 86

NOTE- 591p.; For volumes I and II, see HE 019 604-605.

LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agricultural Colleges; College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; Full Time Students; *Geographic Distribution; Graduate Students; Higher Education; *In State Students; *Out of State Students; *Place of Residence; School Location; State Colleges; *State Universities; Trend Analysis; Undergraduate Students

IDENTIFIERS- *State University of New York

Fall 1985 statistics on the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) are presented. This third of three volumes presents fall 1985 data and trend data for 1959-1985. Data are provided by individual institution and institutional type regarding the percent of the school's full-time students who come from: the institution's area of location, New York State but outside the area of the institution's location, the United States but outside New York State, and a foreign country. For students enrolling at SUNY institutions, 7-year trend data are shown for full-time first-time students from each New York county, along with Long Island, New York City, and New York State totals. Seven-year trend data are also displayed on the New York origins of full-time first-time students for each SUNY institution or institution type. Subtotals are available for New York State, New York City, Long Island, and contiguous counties. (SW)

ED 273 205 HE 019 620

Scheetz, James P.

Some Perspectives on the Use of Student Ratings to Evaluate Teaching Effectiveness.

PUB DATE- Jul 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *College Faculty; College Instruction; College Students; Dental Schools; *Faculty Evaluation; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- University of Louisville KY

Issues concerning the development of a teaching evaluation system are considered, along with the use of student ratings of teachers.

In addition to briefly reviewing the beginnings of teacher evaluation, the following prerequisites for a successful faculty evaluation system are identified: the cooperation and support of many groups, strong administrative support, faculty involvement, and expert assistance. Three dimensions of teaching effectiveness are distinguished: (1) the structure, organization, and clarity of courses and classroom presentations; (2) student-teacher interaction; and (3) communication ability of the teacher. Research evidence related to student ratings is summarized, and the evaluation system used by the University of Louisville School of Dentistry is described. This system involves course evaluations and student ratings of faculty. A range of activities are assessed, including the use of objectives, testing and grading procedures, instructor assistance in problem-solving, and instructor's attitude toward dental students and the profession. It is emphasized that student ratings are one of many measures that can be used to assess teaching effectiveness. (SW)

Senese, Donald J.
Academic Libraries and the Learning Society.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 6 Feb 84
NOTE- 9p.; Paper presented at the Libraries and Learning Society Project (Chicago, IL, February 6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Educational Improvement; Higher Education; *Library Cooperation; *Library Role; Research Libraries; *Shared Library Resources; Teacher Education Programs; Two Year Colleges
IDENTIFIERS- Higher Education Act Title II; Illinois (Chicago); *Libraries and the Learning Society; National Commission on Excellence in Education; *Nation at Risk (A); Strengthening Research Library Resources Program; University of Chicago IL

Because libraries are so closely linked to education, they will play a fundamental role in the transition to the Learning Society proposed in "A Nation at Risk: The Imperative for Educational Reform," the report of the National Commission on Excellence in Education. The Department of Education's Strengthening Research Library Resources Program, authorized under Title II-C of the Higher Education Act, has assisted in the operation of several library projects in the Chicago area, most notably aiding the University of Chicago in strengthening its ability to provide access to many of its resources. The Strengthening Research Library Resources Program acknowledges the special significance of the nation's major research libraries in contributing to and improving higher education and research; ideally, work done under the program has led to the development of an effective network of research library resources. Academic librarians should expand and share these resources, using them to augment every aspect of education and research. Teacher training in particular is an area which can especialy benefit from the close connection between education and libraries. Academic librarians face the challenge of identifying the role their libraries should play within the context of "A Nation at Risk." (KM)

ED 273 164 HE 019 417

Ladd, Florence C.
South African Education Program: An Evaluation Report.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 85
NOTE- 122p.
AVAILABLE FROM- Institute of International Education, South African Education Program, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alumni; *Black Students; *College Students; Family Involvement; *Foreign Students; Higher Education; *International Educational Exchange; *Participant Satisfaction; Program Evaluation; *Student Attitudes
IDENTIFIERS- *South Africa; South African Education Program (IIE)

Consequences of participation in the South African Education Program, which enabled 290 South Africans to study in the United States between 1979 and 1985, were evaluated. Attention was directed to outcomes of participation and the educational experience and intellectual and social growth experienced by the students and alumni, who were Black (i.e., African, colored or mixed race, and Indian) South Africans. Data were derived from students' applications, interviews, questionnaires, and observations. Central to the evaluation were interviews conducted with 30 new students and 40 alumni (interviewed in South Africa). Findings included: students were adequately equipped for study in U.S. colleges; orientation programs in South Africa and at Denison University helped in their preparation and adaptation; alumni built satisfactory academic records; students reported increased knowledge from exposure to courses, readings, and technology unavailable to them in South Africa; and students reported positive feelings from having competed successfully with white students. Five recommendations based on participants' suggestions are offered, including monitoring the progress of the foreign students, increasing the number of students admitted annually, and exploring sources of aid for dependents' travel. (SW)

ED 273 232 HE 019 648

Theede, Marcy P.
Improving Education through Greater Partnerships with Business and Industry.
PUB DATE- Nov 85

NOTE- 12p.; Paper presented to the Annual Conference of the National Council of States on Inservice Education (10th, Denver, CO, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Responsibility; *College Role; *Cooperative Programs; *Educational Quality; Financial Support; Higher Education; Human Resources; Improvement Programs; Industry; Program Development; Program Evaluation; Program Implementation; Research and Development; *School Business Relationship; Staff Development

Perspectives on a greater partnership between education and business/industry are offered. The goal of this partnership is to achieve educational excellence. To accomplish this, greater participation of business and industry in the universities' educational preparation programs is needed. It is necessary to define role responsibilities for a mutually beneficial and functional relationship, plan specific strategies whereby various role responsibilities result in desired outcomes, develop sample application models that support the partnership philosophy, and evaluate by applying relevant criteria. Dimensions of the partnership need to be negotiated, including fiscal support, material/equipment, personnel resources, staff development, research and development, and handling new information. The planning process for a productive partnership would involve developing: a philosophical base for the agreement, parameters of the relationship, general goals, role responsibilities, and an action plan. Implementing the plan and applying evaluation criteria complete the process. It is emphasized that the excellence needed to improve education depends on a greater partnership with business and industry. (SW)

ED 273 259 IR 012 260

Bacsich, Paul D.

Videotex in Education: The British Situation. Optel Report No. 15.

Open Univ., Walton, Bletchley, Bucks (England).

PUB DATE- Sep 84
NOTE- 22p.; This paper is based on a talk presented at Videotexto 84 (San Paulo, Brazil, September 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Databases; *Distance Education; Foreign Countries; Futures (of Society); Higher Education; *Information Services; *Online Systems; *Telecommunications; *Videotex
IDENTIFIERS- *Open University (Great Britain)

Noting that the educational sector in Britain has been a small but influential user of videotex systems since the launch of the public Prestel service in 1979, this paper surveys the main trial uses in education. The studies reviewed begin with a 1-year trial of Prestel in 1980-81, which identified two applications as having further potential: as a source of information on careers and to provide an overview of current resources on a given subject. A 2-year trial of the distribution of microcomputer software via telephone lines that began in September 1981 is briefly described, as well as several other educational initiatives on Prestel; private videotex systems in education; and the development of a private videotex system, Optel, at the Open Univeristy. Other Open University projects described include the ECCTIS scheme, a computerized Educational Counselling and Credit Transfer Information Service; the ECCTIS videotex system; and the Cyclops telewriting project. A description of the new and more powerful version of Cyclops called Excom 100 and its applications in various areas includes the Indonesian pilot trial linking 12 university campuses in that country. An outline of additional potential applications of videotex in education, a discussion of reasons why videotex is not a suitable medium for computer assisted learning, cautions about telesoftware systems, and some speculations as to the next steps in Britain conclude this paper. Four references are listed. (DJR)

ED 273 346 JC 860 507

Southerland, Arthur R.
Access versus Selectivity in the Community College. Horizons Issues Monograph Series.
American Association of Community and Junior Colleges, Washington, D.C. Council of Universities and Colleges.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-87117-163-5
PUB DATE- Aug 86
NOTE- 95p.
CONTRACT- 400-83-0030
AVAILABLE FROM- American Association of Community and Junior Colleges Publication Sales, 80 South Early St., Alexandria, VA 22304 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Access to Education; Admission Criteria; *College Admission; *Community Colleges; Educational Change; Educational Quality; Equal Education; Open Enrollment; *Selective Admission; Two Year Colleges

Stressing the importance of proper management and careful integration of instructional and support programs, this monograph argues that access and selectivity in the community college can complement and temper each other. Chapter I offers a brief historical overview of the relationship between access and selectivity in American higher education, focusing upon the community college. Definitions of access, selectivity, assessment, evaluation, success, standards, excellence, student potential, and self-concept are presented in chapter II. Chapter III explores indicators of access and selectivity, focusing on institutional statements of philosophy, mission, and objectives; geography and delivery systems; curricula; student services; faculty; costs; and students. The prognosis for the changing dominance of access and selectivity is discussed in chapter IV, along with views concerning action needed for revitalizing the community college. Finally, chapter V provides a summary. A 10-page list of references concludes the document. (LAL)

Dunn, Judith F.
Studying Parents, Children and Changes in the Family.
PUB DATE- 84
NOTE- 13p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Rearing; Family Environment; Family Influence; *Family Relationship; *Research Design; *Social Change; *Stress Variables
IDENTIFIERS- Intergenerational Factors; *Paradigm Shifts

Attempting to determine how best to investigate the developmental consequences of social change, this talk discusses and comments on (1) recent research on the family as a world in which children grow up; in particular, the shift away from focusing upon the mother-child relationship as the influence of overwhelming importance in early childhood to an exploration of the mutual influence of family relationships; (2) the issue of change/stress within and upon the family as an influence on children's development; (3) recent research into the links between women's own experiences as children and their parenting behavior; and (4) which strategies are the most sensitive and appropriate for investigating these issues in other contexts. (RH)

ED 273 374 PS 015 999

Awang, Amir; And Others
Counselling and Career Planning: Symposium V A.
PUB DATE- 84
NOTE- 33p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Guidance; *Career Planning; College Students; *Counseling; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *High School Students; Literature Reviews; *Student Attitudes; Student Development; *Student Needs
IDENTIFIERS- *Malaysia

Focusing generally on counseling and career planning, this symposium provides (1) a review and critique of guidance and counseling in Malaysian schools, by Amir Awang and Latiff Mirasa; (2) a discussion of the needs of Malaysian youth, by Mohd. Yunus Mohd. Noor; and (3) an abstract of the findings of a study of some aspects of student development in Malaysian universities, by T. Marimuthu. The review and critique specifically offers a brief historical overview of guidance services in the Malaysian education system, a short review of career guidance research, a review of findings focused on adolescents' attitudes about career guidance in the schools, and recommendations for improving facilities, activities, personnel, and policy. The discussion of the needs of Malaysian youth explores three different perspectives involving students' personal, educational, and vocational backgrounds. The first two perspectives describe the kinds of change that Malaysian youth currently experience; the last examines in detail the vocational needs of Malaysian youth and pressures confronting them. In conclusion, suggestions involving families, schools, and the nation are offered for solving the personal, educational, and vocational problems discussed. The report of the development of Malaysian university students very briefly profiles student aspirations, characteristics of popular students, social and leisure activities, social interaction among students, and changes in students' personality characteristics. (RH)

Biemiller, Andrew
From Kindergarten to Grade Four: A Longitudinal Study of Thriving, Average and Non-Thriving Children.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1219-X
PUB DATE- 86
NOTE- 63p.; For report on Project Thrive, see ED 272 320-321.
AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S

1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Independent Study; *Individual Development; Interpersonal Competence; *Kindergarten Children; *Language Acquisition; *Learning Processes; Longitudinal Studies; Personality; Primary Education; Rating Scales; *Teacher Response
IDENTIFIERS- Canada; *Distraction

An extension of an earlier longitudinal study of thriving, average, or non-thriving kindergarten children, this study examined the intellectual, academic, social, self-directive, and temperamental characteristics of children from kindergarten to grade four. Fifty-four of the children were perceived by their junior or senior kindergarten teachers as "thriving in terms of your goals"; 64 were perceived as "making average progress"; and 50 as "not as yet thriving" in kindergarten. Forty-six children were in a junior kindergarten-grade 1-grade 3 cohort, while the remaining 112 children were in a senior kindergarten-grade 2-grade 4 cohort. Data obtained included test data on language, memory, and academic achievement; and teacher-rated data on self-direction, resistance to distraction, social abilities, resistance to frustration, and risk-taking. Results indicated that differences between children perceived in kindergarten as thriving, average, or not thriving persisted through grade four for language, academic achievement, and teacher ratings of self-direction, resistance to distraction, and risk-taking. Achievement differences were greater for the senior-kindergarten-grade 4 cohort, but still significant for the junior-kindergarten-grade 3 cohort. Rating differences were of the same magnitude for both cohorts. Results of data analysis also concerned children who were perceived by grade three and four teachers to have changed in thrive status versus those who had not. Children "shifting" between average and thriving status or vice versa had corresponding changes in achievement tests and teacher ratings. (Author/HOD)

ED 273 416 RC 015 894

Langwell, Kathryn; And Others
Young Physicians in Rural Areas: The Impact of Service in the National Health Service Corps. Volume 1, County Characteristics.
Mathematica Policy Research, Washington, DC.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRP-0906634; ODAM-3-86
PUB DATE- 31 Jul 85
NOTE- 160p.; For volume 2, see RC 015 895. Data tables contain small print.

AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, VA 22161
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Characteristics; Community Resources; Community Size; Decision Making; Demography; *Employment Patterns; *Geographic Location; Health Services; Local Norms; *Physicians; Primary Health Care; *Rural Areas; Socioeconomic Influences
IDENTIFIERS- *Health Manpower Shortage Areas; *National Health Service Corps

A study of the characteristics of rural counties that gained or failed to gain young physicians examined location choices of all physicians who graduated from allopathic and osteopathic schools of medicine between 1974 and 1978 and were practicing in a primary care specialty in 2,111 rural counties in 1983. First, the characteristics of counties in which young physicians were located were compared with the characteristics of counties that failed to attract young physicians and significant differences were identified. The 1,228 gaining counties tended to have more population, higher population growth rates, greater population density, a better educated population, higher income, less agriculture, and more health resources than the 883 counties that did not gain a physician. The findings suggest that there are differences between the counties selected by National Health Service Corps (NHSC) alumni and non-alumni and that, for NHSC alumni particularly, factors other that the characteristics of communities appear to intervene in the location decision. It seems likely that the NHSC service itself is one of those intervening variables. This is suggested by the fact that satisfaction with aspects of the NHSC experience is positively associated with a decision to choose rural and Health Manpower Shortage Area practice. Numerous data tables supplement the text. (JHZ)

Beaumont, Vern; And Others
How To Teach Perimeter, Area, and Volume.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-232-5
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (Price $5.00; 10 or more, 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area; Elementary Education; *Elementary School Mathematics; Geometric Concepts; Instructional Materials; Learning Activities; Learning Modules; *Mathematical Concepts; Mathematical Formulas; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Measurement Equipment; Teaching Guides; Volume (Mathematics)
IDENTIFIERS- Perimeter (Geometry)

In order to assist elementary and middle school teachers in teaching the skills associated with the concepts of perimeter, area, and volume, this addition to the National Council of Teachers of Mathematics "How to..." series is intended to supplement a text with practical information written in nontechnical language. Each chapter includes: (1) basic information about the concept; (2) instructions on the use of measurement equipment commonly used in calculations relating to the concept; (3) photographs of students using the equipment; and (4) a set of worksheets (including an answer sheet), intended to be reproduced and used with students. Specific grade level recommendations were not included with the worksheets in an effort to be nonrestrictive. (TW)

ED 273 062 EC 190 257

Browning, Philip

A New Instructional Technology to Enhance Transition from School to Community for Mildly Handicapped Individuals. Final Report.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 51p.; For the interactive video development manual, see ED 263 893.
GRANT- G008302264
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software; *Education Work Relationship; Feedback; *Mild Disabilities; Program Effectiveness; Secondary Education; Video Equipment; Vocational Adjustment
IDENTIFIERS- *Computer Assisted Video Instruction

The first goal of this research project was to demonstrate the use of computer assisted video instruction (CAVI) for teaching mildly handicapped students school to community transition skills. Two CAVI learning modules were developed on asking for help and budgeting. The first includes eight lessons focusing on questions of why, when, who, what, and how. Students have five different types of possible response modes: (1) answer sheets, (2) keyboard decision, (3) discussion, (4) verbal rehearsal, and (5) behavioral rehearsal. The second module was tutorial in nature and was based on items selected from the Social and Prevocational Information Test. The second goal of the project was to evaluate the two modules. Studies undertaken to determine the effects of different types of informational feedback on learning performance and the effectiveness of the Asking for Help Curriculum are described. The third goal of the project was to increase the utility of CAVI through products such as the Interactive Video Development Manual, sample pages of which are reproduced in this document. (CL)

ED 273 091 FL 015 826

Nunan, David
Seeing It Their Way: Learners and Language Curricula.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Development; *Curriculum Development; Developmental Stages; *English (Second Language); Foreign Countries; Indigenous Populations; *Individual Development; Prior Learning; Second Language Instruction; *Student Centered Curriculum
IDENTIFIERS- *Australia

The starting point for curriculum planning for second language instruction is the learner, and a curriculum can claim to be learner-centered only if key factors about the learner are made the basis for curriculum design at all stages in the planning and development of learning activities and materials and in the sequencing of learning experiences. These factors include general biographical data; previous learning experience (general and language, formal and informal); experiential knowledge of the world and of the way language works; the learner's stage of linguistic development; the learner's sociocultural knowledge and environment; and his or her stage of cognitive development. Each of these factors makes a unique contribution to curriculum planning and development. Each point is related to a second language learner named Jangala, an Australian aboriginal youth. (MSE)

ED 273 106 FL 015 921

Dolle, Dora; Willems, Gerard M.
The Communicative Approach to Foreign Language Teaching. The Teacher's Case.
PUB DATE- 84
NOTE- 17p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p85-102. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Communication Skills; Communicative Competence (Languages); Educational Strategies; Group Dynamics; *Interaction; Interpersonal Competence; *Language Teachers; *Nonverbal Communication; Second Language Instruction; Teacher Education; Teacher Effectiveness; Teaching Skills

To accomplish successful communicative foreign language teaching, a teacher needs more than a sound command of the language and thorough training in communicative methodology. He or she also needs training in self-presentation, exposure to situations in which the importance of non-verbal behavior is made clear, and discussion of the fundamental role of interactive skills in foreign language teaching. The teacher must learn both verbal and non-verbal skills for interacting with students. One must become aware of one's non-verbal signals (facial expression, posture, gestures, general movement, physical proximity to students, and voice qualities), both to prevent them from confusing or threatening students and to use them in support of essential classroom interaction. The teacher also needs three basic interactive skills: willingness to learn from one's students; empathy; and the ability to react to students' remarks or replies in an accepting manner. These should be part of both preservice and inservice teacher training programs. The incident method, involving the discussion and resolution of specific interaction incidents, may help to enlarge the teacher's capacity for observation and sensitivity to interaction or group processes. (MSE)

Rupp, James H.
Whole Language in the Elementary ESL Classroom.
PUB DATE- Mar 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Environment; Classroom Techniques; *Educational Theories; Elementary Education; *English (Second Language); *Reading Instruction; Second Language Instruction; Teacher Role; Teaching Methods
IDENTIFIERS- *Whole Language Approach

The whole language approach to literacy, which has been highly promoted in the Albuquerque (New Mexico) public schools, is based on recent psycholinguistic research on the reading process, and it views learning to read as a developmental process moving from the whole to the parts. It is done in an encouraging, positive environment that is as risk-free as possible, where children are asked to use their background and experience and be active partners in the process. Many similarities exist between the whole language approach and the teaching of English as a second language (ESL), where the four language skills are taught as an integrated whole. In both, the teacher's role includes facilitating and modeling language use and creating an environment where it is almost impossible not to learn. An elementary school ESL program has incorporated the whole language approach into a variety of ESL activities, including: the morning message on the board that can contain almost anything and serves as a vehicle for reacting, discussion, and other group activities; squiggle writing, in which students are given written squiggles from which they develop a picture and story; and use of resource materials for students to do research on a given topic that is also incorporated into other class activities. The techniques have proven successful and may suit some instructional styles and situations. (MSE)

ED 273 150 FL 015 979

Chamot, Anna Uhl
English Language Development Through a Content-Based Approach.
PUB DATE- 85
NOTE- 8p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Course Content; *Curriculum Design; Elementary Secondary Education; *English (Second Language); *Instructional Effectiveness; Second Language Instruction; Second Language Learning; *Teacher Education; Teaching Methods

The development of second language skills through teaching modified subject matter content has the potential for assisting limited-English-proficient (LEP) students in development of the academic language skills they need to participate successfully in the mainstream classroom. Rather than focusing on language forms and functions alone, content-based second language instruction also develops conceptual knowledge appropriate to the student's grade level. This approach has potential for developing academic competence, and the ability to learn through English, rather than merely to communicate in English. Whether or not this potential is realized depends in large part on four factors: an understanding of the nature and objectives of content-based language development; the training and selection of teachers to deliver content-based instruction to LEP students; the structuring of the content-based English language development curriculum; and the instructional approach best suited to deliver this curriculum. (MSE)

ED 273 246 IR 012 242

Lipson, Joseph I.; Fisher, Kathleen M.
Technologies of the Future.

PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computers; Computer Science; Courseware; *Educational Technology; *Futures (of Society); Information Technology; *Research and Development; Resource Allocation; *Technological Advancement; Training; *Videodisks

In the future, the requirements of industry will generate a wide range of hardware devices and software programs that will significantly alter and improve the quality of education. The driving forces behind the development of new technological devices include economics; emotional factors, e.g., the desire to develop aids for the handicapped; individual vision; international competition in military and other areas; and medicine, e.g., the development of computerized diagnostic systems based on artificial intelligence. Effective development requires an understanding of what is feasible, an interest in what is possible, and a vision of what is desirable. Successful competition in high technology requires managers who have technological understanding; business traditions and financial incentives that encourage long-range investments; a well-educated work force; committed engineers and scientists; and institutions that are organized and committed to research and development. There are many conditions that must be met if educational technology is to have a significant impact, including the allocation of resources for hardware and the development of educational software and courseware; training to use the new technologies effectively; and the development of authoring systems that are friendly, powerful, and affordable. Some new technological devices that will make important contributions to education include digital optical videodiscs; image and voice devices; flat resolution computer screens; and digital computer networks. Those societies that most effectively solve today's and tomorrow's problems will have citizens raised to new levels of educational attainment. These new levels of attainment will be accomplished with significant assistance from the new technologies. (DJS)

ED 273 305 IR 051 631

Kissinger, Pat; Jay, Danielle
Efficient Location of Research Reference Sources in the Field of Dance.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Dance; *Dance Therapy; Dictionaries; Doctoral Dissertations; Encyclopedias; Guides; History; Indexes; *Information Sources; Masters Theses; Online Searching; Periodicals; *Research Reports; Teaching Methods

More than 45 basic dance reference research sources that would be useful to students, scholars, teachers, historians, and therapists are discussed in this bibliographic essay. Aspects of dance covered include choreography, criticism, teaching principles, aesthetic theory, dance therapy, and history. Sources are grouped by type: dictionaries and guides, encyclopedias, research reviews and bibliographies, theses and dissertation reference sources, periodical indexes and abstracts, and computer searches. An alphabetical list of references concludes the document. (KM)

ED 273 333 JC 860 490

Hudgins, James L.
Merit Pay and Faculty Evaluation.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual Convention of the Association of Community College Trustees (16th, Denver, CO, October 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; *Merit Pay; Merit Rating; Personnel Policy; *Recognition (Achievement); Technical Institutes; Two Year Colleges
IDENTIFIERS- *Sumter Area Technical College SC

A program linking merit pay and faculty evaluation was initiated at Sumter Area Technical College (SATC) in Sumter, South Carolina, in 1978. The performance-based evaluation system focuses on three elements: the job description, which identifies professional responsibilities and how they relate to the college's mission; the individual action plan; and the institutional plan of action. Supporting the evaluation process is a system of recognition and reward, which involves the following components: (1) outstanding service awards are presented annually to a faculty member and a staff member; (2) the president sends personal cards and notes to employees on special occasions, such as birthdays, including an acknowledgement of achievements and contributions to the college; (3) the achievements of committees and task forces are recognized with luncheons; (4) those who contribute most to SATC are given priority for travel to conferences and workshops; and (5) faculty and staff members are asked to give staff development presentations on their areas of expertise. Of the five types of merit increases which are utilized by two-year colleges, SATC uses a combined merit and cost of living approach, while other South Carolina technical colleges use a total merit system. SATC's experiences suggest that the following components are essential in implementing a merit pay system: planning, judgments about personnel performance, explicit criteria defining good teaching, open communication, an adequate budget, and a mechanism for continuous monitoring and refinement. Though the approach requires more time and increases the difficulty of administering across-the-board increases, it also increases employee and supervisor accountability, encourages employees to coordinate their activities with the college's mission, and recognizes and rewards individuals. (LAL)

ED 273 403 RC 015 880

A Facilitator Guide. Outdoor Education for the Handicapped.
Kentucky Univ., Lexington.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Mar 83
NOTE- 271p.; A product of the Outdoor Education for the Handicapped Project. Photographs will not reproduce clearly. For related documents, see RC 015 878-879.
GRANT- 6007903300
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Cooperative Planning; *Disabilities; Educational Facilities Design; Elementary Secondary Education; Financial Support; Information Sources; Legal Responsibility; Models; *Outdoor Education; Parent Participation; Personnel Management; Program Design; *Program Development; Program Implementation; *Special Education
IDENTIFIERS- Facilitators

The concept and purpose of this facilitator guide is to provide the three facilitator groups of educators, park and resource management personnel, and parents of handicapped children with information on how to cooperatively design and implement an outdoor education program for handicapped students. Chapter 1 (contributed by Vicki Stayton) outlines historical perspectives on outdoor education and outdoor education for the disabled, rationale for outdoor education for the handicapped, program models (traditional, segregated, segregated/mainstreamed, mainstreamed, residential, and day), and future trends. Chapter 2 describes steps in the cooperative planning approach: conducting a needs assessment, exploring possible outdoor education program models, and designing and developing curriculum. Chapter 3 reviews funding and financial considerations including identifying sources, writing proposals, and making presentations. Chapter 4 considers issues of legal liability. Chapter 5 addresses personnel preparation and training, working with parents, and program implementation in the areas of scheduling, transportation, medical care, diet/food service, health and safety, and outdoor ethics and stewardship. Chapter 6 (contributed by Katie Ahern McGuinnes and Terry D'Eugenio) focuses on accessibility, offering design guidelines and techniques for considering user needs (behavioral mapping, photography, role playing, bubble diagrams, sense scales, and model-making). Chapter 7 presents strategies for evaluation. Chapter 8 contains a bibliography on outdoor education program planning, a list of audio-visual aides, and resources on overcoming attitudinal barriers and barrier-free environments. Each of the first 7 chapters includes a list of literature cited, and the text is illustrated with several photographs. Appendices contain sample forms and describe special population characteristics and implications for program planning. (NEC)

ED 273 430 RC 015 925

Mace-Matluck, Betty J.; And Others
Language, Literacy, and Instruction in Bilingual Settings: A K-4 Longitudinal Study.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 50p.; For the final report, see ED 267 624.
CONTRACT- 400-83-0007
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Bilingual Students; Educational Quality; *Hispanic Americans; *Instructional Effectiveness; Language Acquisition; Literacy; Longitudinal Studies; Mexican American Education; Primary Education; *Reading Achievement; *Reading Instruction; Reading Skills; *Second Language Learning; Skill Development; Spanish Speaking; Speech Skills
IDENTIFIERS- *Texas

To gather information to assist policy makers, curriculum designers, and classroom teachers in planning and delivering language and reading instruction that will promote success in school of children from complex language backgrounds, a 6-year longitudinal investigation begun in 1978 tracked approximately 250 Spanish-speaking children from low income families taught by over 200 teachers in 20 schools in 5 Texas school districts from kindergarten through second or third grade. Oral language proficiency tests, teacher ratings, and audiotaped interactions were used to evaluate oral skills development while reading achievement was measured using Spanish and English versions of the Interactive Reading Assessment System and other standardized tests. Issues considered as a result of study findings included valid language assessment, language criteria for program placement, length of stay in bilingual programs, language development and reading acquisition, pre-reading skills development, rate/pattern of language/reading growth, transfer of skills across languages, precursor skills, nominal instructional programs, quantity and quality of instruction, practices associated with less student gains, and site characteristics. Based on correlation and regression results, predictor variables of kindergarten entry language skills, performance during the previous year, and the quantity and quality of reading instruction were most strongly related to reading achievement within each of the instructional years. A two-page list of references concludes the document. (NEC)

ED 273 077 EC 190 272

Sigmon, Scott B.
A Radical Perspective on the Development of American Special Education with a Focus on the Concept of "Learning Disabilities'"
PUB DATE- Oct 85
NOTE- 177p.; Ed.D. Dissertation, Rutgers, The State University of New Jersey.
AVAILABLE FROM- Alexander Library, Rutgers University, College Ave., New Brunswick, NJ 08903.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Educational Diagnosis; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Marxian Analysis; *Mild Disabilities; *Socioeconomic Influences; Special Education; *Student Placement; Track System (Education)

This doctoral dissertation uses radical socioeducational analysis (RSA) to examine the development of special education in the United States, with special emphasis given to the development of the concept of learning disabilities. In the first chapter, the RSA method is described. Also included is a review of literature regarding various social philosophies and education, special education, learning disabilities, and radical sociological and philosophical foundations of special education. The second chapter presents a new interpretation of the roots and development of special education through overviews of general education and special education, and a discussion of the least restrictive educational environment and the ramifications of mainstreaming. The evolution of learning disabilities is covered in the third chapter, which considers the precursors of learning disabilities (child study movement, pioneering medical contribution stage, remediation stage, and slow learner period), the initial establishment of the learning disabilities label as a clinical entity, the institutionalization of learning disabilities as an educational arrangement, and the newer practice model of LD. Chapter 4 considers the learning disabilities controversy in terms of RSA, including previous special education labeling controversies and newer developments, current learning disabilities concerns, and the reproduction-resistance dialectic. Chapter 5 presents conclusions and implications for further study. A central argument of this thesis is that most children labeled as learning disabled are social victims who do not conform to regular education and are alleged to have dysfunctional internal psychological processing when in fact such youngsters are often school resisters who are merely uninterested and/or unmotivated. This kind of labeling had led to the inadvertent cooptation of special education by including millions of so-called mildly handicapped children instead of concentrating on the best possible education for the moderately and severely impaired. An 18-page reference list is appended. (CB)

ED 273 136 FL 015 958

Pentlin, Susan Lee

The Views of the American Founding Fathers on the Study of the Modern Foreign Languages.

PUB DATE- 84
NOTE- 15p.; Paper presented at a meeting of the International Standing Committee on the History of Education (Wolfenbuttel, West Germany, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classical Languages; Curriculum Development; Educational Benefits; *Educational History; *Language Attitudes; *Modern Languages; *North American English; Presidents of the United States; Second Language Instruction; *United States History
IDENTIFIERS- Founding Fathers (United States)

The Founding Fathers of the United States placed great importance on the learning of foreign languages and on excellence in reading and writing English. Sacrifices in the curriculum in favor of English were justified by the desire that Americans speak and write English as well as the British. Above all, the Founding Fathers were concerned with the maintenance of democracy and an educated populace. To protect these values, they encouraged a common education and a break with European models. In the opinion of some, the study of Latin and Greek needed to be deemphasized and the study of modern languages to be promoted because of their value in many fields, especially science. In general, French was the modern language recommended by the founders; Spanish was the second choice. American school curricula have been established and have evolved in patterns appropriate for the United States; they should not be evaluated by European standards. A study of the writings of the Founding Fathers is enlightening for understanding American attitudes toward language study. Plans for the reform of language programs today should consider the views of the Founding Fathers and models should be based on America's own needs. Seventy-eight endnotes are appended. (NSE)

ED 273 179 HE 019 569

Lanchantin, Meg; And Others
Trends in Student Aid: 1980 to 1986.
College Entrance Examination Board, Washington, D.C.
PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- College Board PUblication, Box 886, New York, NY 10101 ($8.00 each; additional copies $5.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Federal Aid; Grants; Higher Education; Private Colleges; Resource Allocation; *State Aid; State Colleges; Student Costs; *Student Financial Aid; Student Loan Programs; Trend Analysis; Two Year Colleges; Universities

Student financial aid trends from 1980 to 1986 are described in a narrative summary accompanied by statistical tables and graphs. Information is provided on 1985-1986 estimated student aid by source (institutional aid, state grants, veterans benefits, Pell Grants, federal campus-based aid, Guaranteed Student Loans and Parent Loans for Undergraduate Students, and other federal programs. Data are also presented on federal, state, and institutional aid awarded to postsecondary students in current and constant dollars for 1980-1986 (actual and estimates); amount of aid per recipient and number of recipients; costs of attendance by type of school; aid through grants, loans, and student employment; ratio of college costs to income; and percentage distribution of Pell and campus-based aid by type and control of institution. Appropriations for the following federal aid programs for fiscal years 1980-1986 are also covered: Pell Grants, Supplemental Educational Opportunity Grants, College Work Study aid, National Direct Student Loans, Guaranteed Student Loans, Parent Loans for Undergraduate Students, and State Student Incentive Grants. Included are a note on constant dollar conversion and information on the sources of the data. (SW)

ED 273 193 HE 019 607

Thompson, Hugh L.
Evaluating Academic Programs.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; College Planning; *College Programs; College Role; *Comparative Analysis; *Departments; *Educational Assessment; Educational Objectives; Higher Education; Participative Decision Making; *Program Evaluation; *Student Characteristics

The evaluation of academic programs at colleges and universities is discussed by the Chancellor of Indiana University of Kokomo. A comprehensive programmatic review and planning process should enable the college to define clearly its purposes, goals, objectives, and priorities and to outline its strategies for achieving its goals and objectives. Committees that are likely to be involved in programmatic evaluative processes include faculty councils, councils of deans, ad hoc internal and external committees, student advisory committees, and regents. A major step in programmatic evaluation is comparing top-ranked units in the same discipline at different campuses. Universities also need to understand the nature of their student bodies and compare their profiles of students with those of competitive campuses. After the review process, priorities need to be established, including changes in support services or academic programs. For each service or program that may be either unchanged, changed, phased out, or added, certain information is needed, including: how the quality of the activity is to be measured, personnel requirements and projected expenditures, and physical facility requirements and projected expenditures. Types of comparative data useful for comparing units at different campuses are identified, along with types of comparative data about student bodies. (SW)

ED 273 206   HE 019 621

Stark, Joan S.; Lowther, Malcolm A.
The University of Michigan Professional Preparation Study Project Survey. Executive Summary.
Michigan Univ., Ann Arbor.

PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accrediting Agencies; *College Faculty; College Programs; *Graduate Study; Higher Education; *Outcomes of Education; *Professional Education; School Community Relationship; *Teacher Attitudes; Teacher Role; *Undergraduate Study

Faculty in 10 professional programs at the undergraduate and master's levels were surveyed in 1985 to determine their views concerning influences and outcomes for the programs. The survey, which was undertaken as part of the University of Michigan's Professional Preparation Project, received responses from 2,230 faculty from 732 programs in 346 different colleges. The framework of the survey included several types of influences on professional preparation that may affect educational programs: external influences (from society or the professional community), those from within the university but from outside the professional program, and internal influences. Findings include: faculty in nursing, education, social work, library science, and journalism perceived much less support from society than did faculty in architecture, business, engineering, law, and pharmacy; faculty in different professional fields also reported differences in influence exercised by their professional community, primarily through the accrediting agency. Information was also obtained on the roles preferred by faculty (e.g., administrative, teaching, scholarship). Faculty also responded to statements about the outcomes a professional program graduate should achieve. Eleven potential outcomes were identified and classified as professional competencies and professional attitudes. (SW)

ED 273 274 IR 051 590

Senese, Donald J.
Library and Information Science Education.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 8 Feb 84
NOTE- 9p.; Paper presented at the Library and Information Science Education Seminar (Berkeley, CA, February 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; *Information Science; Librarians; *Library Education; *Library Role; Library Services
IDENTIFIERS- Higher Education Act Title II; *Libraries and the Learning Society; Library Research and Demonstration Program; Library Services and Construction Act; National Commission on Excellence in Education; *Nation at Risk (A); Office of Educational Research and Improvement; University of California Berkeley

Libraries will play a crucial role in meeting the goal of establishing the learning society mandated in "A Nation at Risk: The Imperative for Educational Reform," the report of the National Commission on Excellence in Education. The Office of Educational Research and Improvement (OERI) in the Department of Education administers several library programs and sponsors research which will contribute to the improvement of the nation's library system, including library and information science education. Such programs under the Higher Education Act include the Title II-A, College Library Resources Program; Title II-B, Library Career Training Program; Title II-C, Strengthening Research Library Resources Program, and the Library Research and Demonstration Program. It is crucial for library educators to attract and educate dynamic, scholarly librarians and information scientists who will contribute to the scheme for educational excellence by furthering the educational process in schools and in the community. (KM)

ED 273 290 IR 051 614

Griffiths, Jose-Marie; And Others

Study To Develop a Long-Range Library Automation and Network Development Plan for the Commonwealth of Virginia. Final Report. Phase I Report. Phase II Report.

King Research, Inc., Rockville, Md.

SPONS. AGENCY- Virginia State Library, Richmond.

PUB DATE- 85

NOTE- 685p.

LANGUAGE- English

EDRS Price - MF04/PC28 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Networks; Cost Effectiveness; Legal Problems; *Library Automation; Library Cooperation; *Library Networks; *Library Planning; Library Statistics; Library Surveys; *Needs Assessment; Online Systems; Questionnaires; *Shared Library Resources; *Statewide Planning

IDENTIFIERS- Multitype Library Networks; *Virginia

The first of two phases of this study consisted of assessing the need for a more formal library network in Virginia by surveying libraries, conducting site visits, interviews, and regional hearings, and reviewing documentation on existing levels of automation and networking in the commonwealth. Information gathered during this phase supported both the need and the desire for a more formal library networking configuration. Phase 2 focused on the development of alternative strategies for the evaluation of the more formal configuration, and the development of specific recommendations for a phased implementation plan for library networking in Virginia. The final report provides an executive summary, background information on the project, an overview of the needs of Virginia libraries, a list of the 15 recommendations that resulted from Phase 2, and the formal plan produced by the project. This plan covers the purpose of the network; its legal structure and governance; membership criteria and levels of participation; network services; implementation activities at various levels, including a schedule for implementation; and a summary of projected costs. The complete report for Phase 1 includes a description of study methods and a detailed report on the findings of the needs assessment. Data tables and survey forms are among the extensive appendices for this phase. The report for Phase 2 describes in detail various networking alternatives and spells out the proposed plan. Five references, a 31-item bibliography, a detailed cost analysis, and a discussion of options for networking components are appended to this interim report. (KM)

ED 273 320 JC 860 472

Lohr, Sue
Development of Guidelines for a Post-Graduate Preceptorship in Nursing Program.
PUB DATE- Mar 85
NOTE- 95p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Clinical Experience; Community Colleges; Field Experience Programs; Hospital Personnel; *Nursing Education; Practicum Supervision; *Program Development; Questionnaires; *Transitional Programs; Two Year Colleges; *Work Experience Programs

A literature review and survey were conducted to help develop guidelines for the establishment of a post-graduate preceptorship program for new nurses. The major role of the preceptorship in nursing is to assist recent graduates in making the transition from school to professional life through a clinical experience during which the new nurse works on a one-to-one basis with an experienced nurse preceptor. Surveys were mailed to 50 hospitals and 25 schools of nursing, requesting information concerning preceptorship programs, curriculum, and topics for the guidelines. The survey found that of the 27 responding hospitals, 13 had a preceptorship program for new employees; and of the 16 responding nursing schools, 5 offered a preceptorship experience. All of the hospitals and schools which had preceptorship programs were pleased with the results. The study report includes the resulting "Guidelines for the Preceptorship in Nursing Program," which detail program goals and objectives; the roles of the preceptee, preceptor, program coordinator, and preceptorship task force; information on choosing, preparing, and rewarding preceptors; guidance on preceptee recruitment, requirements, orientation, and evaluation, along with relevant forms; information on planning the curriculum and the present status of the curriculum at Mt. San Antonio College, California; a discussion of legal implications and student and institutional liability; an overview of fiscal considerations; and materials for program evaluation. (LAL)

ED 273 445 SE 046 900

Brehm, Shirley; And Others
Ecology: A Teaching Module. Occasional Paper No. 94.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 47p.
CONTRACT- 400-81-0014
GRANT- G00-830-2727
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State Univeristy, 252 Erickson Hall, East Lansing, MI 48824 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Science; *Ecology; Environmental Education; Higher Education; High Schools; Learning Modules; *Misconceptions; Preservice Teacher Education; Science Activities; Science Education; *Science Instruction; Science Materials; *Secondary School Science

Designed to address conceptual problems associated with ecology, this module can be used with high school students or college nonscience majors including those in elementary education. The materials offer guidance to teachers in diagnosing student deficiencies, in creating dissatisfaction with misconceptions, and in providing opportunities for application and practice. This module contains: (1) an introductory section (discussing the misconceptions related to the understanding of ecology and how to use the module to overcome these barriers); (2) diagnostic test and commentary (designed to be used as a pretest and/or posttest); (3) materials for lecture or discussion (consisting of a series of copy-ready masters for use as overhead transparencies and student handouts on the topics of matter and energy, energy flows and matter cycles, food webs and trophic levels, food and energy pyramids, carbon and nitrogen cycles, and succession); (4) field activity (providing guidelines and suggestions for a field trip on succession); and (5) problem sets and commentary (presenting problems associated with energy flow, matter cycles, succession, and habitats and niches). (ML)

ED 273 063 EC 190 258

Copper, Linda
Teacher Knowledge of Special Education Law P.L. 94-142: Elementary and Middle School.
PUB DATE- Mar 86
NOTE- 21p.; Paper presented at the Meeting of the Eastern Educational Research Association (Miami, FL, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Education; Elementary School Teachers; Federal Legislation; *Knowledge Level; Middle Schools; Teacher Background
IDENTIFIERS- *Education For All Handicapped Children Act; *Teacher Knowledge

The study compared knowledge of special education laws, policies, and procedures of various groups of 87 elementary and 33 middle school teachers (N=120). Ss were categorized by years of teaching experience, grade levels taught, subjects taught, and sources of information about P.L. 94-142, the Education For All Handicapped Children Act. An instrument was developed and field tested to measure each subject's factual knowledge of P.L. 94-142. Analysis of results revealed that both elementary and middle school teachers showed similar degrees of knowledge of P.L. 94-142. They were knowledgeable in special education laws and policies in slightly over half the facts presented in seven competency areas, regardless of number of years' teaching experience, levels of teaching, subjects taught, or sources of knowledge. As predicted, most teachers missed the items involving transportation and the components of the individual education program. The 30-item questionnaire is attached. (CL)

ED 273 107 FL 015 922

Willems, Gerard M.
Mixed-Ability Foreign Language Teaching and the Communicative Approach. The Pupil's Case.
PUB DATE- 84
NOTE- 31p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, p103-134. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *Communicative Competence (Languages); *Curriculum Development; Instructional Effectiveness; *Multilevel Classes (Second Language Instruction); Second Language Instruction; *Teaching Methods

The communicative approach is the most appropriate for teaching foreign languages to mixed-ability classes, because traditional grammar-translation, audiolingual, and audiovisual approaches to language instruction focusing largely on correctness of form and language use have appeal for only the most able learners and require abstraction of the structure and patterns of the target language from unauthentic or unauthentically used language data. Structure-based models do not accommodate different learning styles, aptitudes, attitudes, social background, and interests, they cause the less gifted students to lose interest quickly, and they do not encourage students to develop social and study skills while learning the language as the communicative model does. If the methodology is truly communicative, students will learn to listen to each other, cooperate, and learn from one another. A communicative model organized by themes, for purposes of motivation and redundancy, that provides initial input, receptive tasks, additional input, reproductive language tasks, further input, and productive language tasks is progressive in its skill development, leading ultimately to free use of communicative skills. Several exercises are available for use at each stage of this model, accommodating mixed abilities. A number of illustrative activities are included in the article. (MSE)

Duffy, Edward F.
Funding Sources to Fund Disabled Student Projects on Campus: 1985 Perspective. A Health Resource Paper.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; *Disabilities; *Federal Aid; *Financial Support; Grants; Higher Education; Information Sources; Philanthropic Foundations; *Private Financial Support; *Program Proposals
IDENTIFIERS- Cooperative Education Program; Fund for Improvement of Postsecondary Education; Regional Postsecondary Educ Prog Deaf and Handicap; Rehabilitation Services and Facilities Program; Special Services for Disabled Students

Information on obtaining financial support to meet the needs of disabled college students is presented. Institutional planning components that are needed include a planning and support team, involvement of the disabled, and coordination of long-range planning with the service delivery system. Two publications on federal categorical funds and a directory of private and public grant funds are identified. Information is provided on five federal funding sources for programs for handicapped individuals in postsecondary institutions: Special Services for Disabled Students, Regional Post-Secondary Education Program for Deaf and Other Handicapped Persons, Cooperative Education Program, Rehabilitation Services and Facilities--Basic Support Program, and the Fund for the Improvement of Postsecondary Education. In addition to brief descriptions for each funding source, the enabling legislation is listed, along with appropriations (grants) for fiscal years 1981 through 1985. The range and average of financial assistance are identified, along with the address and phone numbers of contact persons. Advice on developing a proposal is included, with attention to the following elements: statement of need, objectives, methodology, evaluation, and budget. Funding from state/local agencies and foundations is also addressed. (SW)

ED 273 233 HE 019 649

Lynch, Daniel O.
Access, Involvement, and Excellence: A Theoretical Framework.
PUB DATE- 85
NOTE- 12p.; Paper presented at the University of Wisconsin System's Multicultural Conference (5th, Oshkosh, WI, Oct 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Access to Education; Economically Disadvantaged; Higher Education; *Minority Groups; *Student College Relationship; Student Financial Aid; *Student Participation; Student Recruitment; *Teacher Student Relationship

Access to higher education for minority students, involvement of the student at college, and achieving excellence are discussed. While lack of preparation limits access, avenues are potentially available to enable dropouts to gain credentials to enter college. In addition to student expectations, poverty can limit access because of not having capital or knowledge of options. Once in college, active involvement in goal setting, attending classes, talking to professors, and involvement in student activities are among the factors that produce students who achieve excellence in higher education. Recommendations to promote access, involvement, and excellence include: individual parent and student counseling at the high school that emphasizes options and benefits of college and means of financing a college education; recruitment of high school minority students by minority adults; dispersing grants in weekly installments to freshmen, biweekly installments to sophomores, monthly installments to juniors, and semester installments to seniors; systematic, personal contact between student and professors/counselors; nonclassroom interactions between faculty and students; allowing freshmen to have a small class where interaction is high; and making provision for students to systematically meet with advisers. (SW)

ED 273 260 IR 012 264

Kaye, Tony
Computer Conferencing for Education and Training: Project Description. Project Report CCET/1.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; Databases; *Distance Education; *Electronic Mail; Foreign Countries; Higher Education; Models; *Open Universities; *Telecommunications; *Teleconferencing; Training
IDENTIFIERS- Open University (Great Britain)

The purpose of this project is to investigate the potential of communication networks using electronic mail, computer conferencing, and electronic databases for education and training at a distance within the Open Univeristy system of Great Britain, although it would be applicable within other contexts. This report discusses (1) the rationale for the project; (2) the technical requirements for implementing a system; (3) some advantages and disadvantages of computer conferencing; (4) factors to be considered in deciding which types of courses might benefit most; (5) a planned program of work for the project; (6) the principal phases of the proposed project; and (7) how electronic text technologies may be used on a wider context. Seventeen references are listed. (DJR)

The Community College of Baltimore's Ford Foundation Bridge Project: Summary Status Report.

Baltimore Community Coll., Md.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 29 May 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Black Students; *College School Cooperation; *College Transfer Students; Community Colleges; Curriculum Development; High Schools; *Intercollegiate Cooperation; Liberal Arts; Minority Groups; Postsecondary Education; Program Descriptions; Transfer Programs; *Transitional Programs; Two Year Colleges; Two Year College Students; Universities; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

The Community College of Baltimore's (CCB's) Ford Foundation Bridge Program was designed to improve and extend transfer opportunities in Baltimore by developing a completely articulated Arts and Sciences transfer program extending from five feeder high schools to four receiving baccalaureate institutions, with CCB serving as the "bridge" institution among the 10 participating educational institutions. The major objectives of the project were: (1) the formation of an Advisory Task Force to conduct articulation conferences with the participating institutions to ease transfer of students among the three educational levels; (2) the review, revision, and strengthening of the Arts and Sciences curricula at CCB and the development of formal articulation agreements for the revised programs; and (3) the development of an Arts and Sciences Identification Process to include an early identification of potential Arts and Sciences students at the participating high schools, a high school outreach program, a CCB Arts and Sciences Student Support Team, and improved transfer opportunities to four-year institutions. This report on CCB's Bridge Program includes background information on the school; a discussion of the purpose and objectives of the project; a summary evaluation of the accomplishment of project objectives; a list of other achievements; an overview of changes in the program, resource allocation, and staffing; and a discussion of the institutionalization of the project. (LAL)

ED 273 347 JC 860 508

Renz, Frank; Styer, Michael

Community Colleges and Apprenticeship Training: A Winning Partnership.

PUB DATE- Oct 86
NOTE- 190p.; Paper presented at the Annual Conference of the National Council for Occupational Education (12th, San Diego, CA, October 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Community Colleges; *Cooperative Programs; *On the Job Training; Program Descriptions; *School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *San Juan College NM

In 1984, a partnership was developed between San Juan College (SJC) and the Public Service Company of New Mexico's (PNM) San Juan Generating Plant. An agreement was reached to promote training through a planned educational experience in which SJC awarded credit for courses taught by PNM training personnel. The program began in response to the need for an industrial instrumentation program that would meet PNM's needs, and proved so successful it was expanded into apprenticeship programs in eight crafts. This expansion involved the development of curricula for each craft; the establishment of associate of applied science degree programs; the preparation of an informational handbook, job training sheets, class/work schedules, and progress/status sheets; and the establishment of policies and procedures. In light of the success of this partnership program, in 1985 SJC entered into a partnership with the Arizona Public Service Company to provide training for apprentices in the electrical, instrumentation, and machinist crafts and established an Industrial Management program at PNM to serve blue collar as well as low and mid-management employees. SJC is continuing the development of its partnerships, looking at clerical positions, security guards, management, and childcare as possible areas for future program development. (EJV)

ED 273 361 PS 015 986

Suvanathat, Chucha; And Others
Mental Health of Children: Symposium II A.
PUB DATE- 84
NOTE- 13p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attention Deficit Disorders; *Child Rearing; Children; *Etiology; Family Influence; Grandparents; Identification; Learning Readiness; Mental Health; *Mothers; *Parent Attitudes; Sex Differences; Social Behavior
IDENTIFIERS- Intergenerational Conflict; Thailand

Reported are "An Investigation of the Factors Related to Anxiety in Children" in Bangladesh, by Dilruba Afrose, and briefly, a study of "Intergenerational Conflicts Regarding Child-Rearing Practices and Their Effects on Certain Behaviours of Children," by Chucha Suvanathat. The former investigation attempted to determine whether maternal attitudes toward child-rearing are related to anxiety reactions in children and to compare anxiety responses of 250 male and 250 female subjects, who were randomly selected from 12 schools in Dhaka. Mothers of high, moderate, and low anxiety children differed significantly on marital conflict, overprotection, and strictness at the .001 level and on punishment at the .05 level. In all cases, except strictness, the mean scores of mothers of high anxiety children were higher than the mean scores of the other mothers. Mothers of low anxiety children scored highest on the strictness scale. Girls were found to be more anxious than boys. Results further indicated that girls' low anxiety scores were associated with mothers' high scores on fostering dependency and positive attitudes toward early training. Opposite trends were found in the case of boys. Among other findings, the latter study indicated that, in contrast to children from families with greater intergenerational conflict, children in families with less conflict express more social ability in playground activities and have greater learning readiness. (Also included are very brief remarks introducing a paper (not provided here) on "Identifying Mental Health Problems in Children," by Jayne G. Garside. This paper emphasized management techniques for attention deficit disorders.) (RH)

ED 273 375 PS 016 000

Lua, Sokhong; And Others
Sex Roles: Symposium V B.
PUB DATE- 84
NOTE- 18p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Child Rearing; *College Students; Ethnic Groups; Expectation; *Fathers; Females; Foreign Countries; Higher Education; Males; *Parent Attitudes; *Parent Role; *Sex Role
IDENTIFIERS- India; *Malaysia

Reported is an exploratory investigation of attitudes toward child-rearing practices in Malaysia, including an attempt to investigate and analyze the nature and extent of involvement of Malaysian fathers in child care. There is also an abstract of a study of the influence of child-rearing practices on marital role expectations in Bengali, Tamilian, and Andhrite Indian subcultures, by P.K. Dhillon and Shereen Pestonjee. The study of Malaysian parental attitudes involved randomly selected mothers and fathers who were interviewed during visiting hours at the Kuala Lumpur General Hospital Maternity Ward and medical students from the National University of Malaysia. Participants were asked questions related to the roles anticipated by men and women in child rearing. Findings indicated that, despite an increasing flexibility in the roles and activities considered permissible for each sex, traditional sex-role stereotypes remain pervasive in Malaysian society. Subjects held the traditional view that child-rearing is largely the responsibility of women, assuming that mothers/females have greater effect on child development. Findings of the Indian study of ethnic influences on adolescents' marital role expectations indicated subculture differences on authority, home-making, and child care, sex differences on overall marital role expectation scores and on many of its sub-factors, and differences in the egalitarian and traditional ways of thinking of adolescents on the overall marital role expectations and all seven sub-factors. (RH)

ED 273 389 PS 016 031

Poresky, Robert H.
Home Environment and Maternal Alienation: Longitudinal Effects on Rural Children's Intellectual Functioning--A Cross-Lagged Analysis.

Research Report.
PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (4th, Denver, CO, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alienation; *Child Development; *Cognitive Development; Correlation; Demography; Elementary Education; *Family Environment; Intellectual Development; *Mother Attitudes; Parent Child Relationship; *Rural Education

A geographically-based, random sample of 62 children, balanced for child gender, and their mothers who met selection criteria were observed and interviewed to determine the correlates of rural children's mental development. It was hypothesized that rural children's intellectual development would be positively correlated with a number of ecological home factors including the quality of the child's home environment, parental education and social class, and inversely correlated with maternal alienation. The criteria for selecting the sample were (1) proximity to a randomly selected geographic point within each of 12 randomly selected non-urban counties; (2) intact two-parent families with children aged 3, 6, or 9 years; (3) derived some income from their farm of at least 10 acres; and (4) had lived on a farm for at least 5 years prior to the study. The analysis revealed that while the educational/developmental quality of the children's home environment was linked to the development of intelligence in both the 3-year-old and 9-year-old subjects, maternal alienation was only linked with effects on the older children. The linkage of maternal alienation for the older subjects, but not the younger, suggested variations in environmental influences on cognitive performance during a child's lifespan. (HOD)

Langwell, Kathryn; And Others
Young Physicians in Rural Areas: The Impact of Service in the National Health Service Corps. Volume 2, Survey of Factors Influencing the Location Decision and Practice Patterns.
Mathematica Policy Research, Washington, DC.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS),

Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- HRP-0906635; ODAM-4-86
PUB DATE- 31 Jul 85
NOTE- 229p.; For volume 1, see RC 015 894. Some data tables contain small print.
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Background; Community Characteristics; Community Size; Decision Making; Demography; *Employment Patterns; Family Practice (Medicine); *Geographic Location; Health Services; *Individual Characteristics; Individual Differences; Occupational Information; *Physicians; Primary Health Care; *Rural Areas; Work Experience
IDENTIFIERS- *Health Manpower Shortage Areas; *National Health Service Corps

A survey of young physicians in rural areas was conducted and information was gathered from other data sources and analyzed for three main purposes: (1) to evaluate the retention of National Health Service Corps (NHSC) alumni in Health Manpower Shortage Areas (HMSAs); (2) to document the distribution of NHSC alumni, Private Practice Option (PPO) physicians, and non-NHSC physicians in rural areas; and (3) to examine the practice patterns (e.g., use of auxiliary personnel, fee structures, patient characteristics) of NHSC alumni, non-alumni, and recent PPOs. The major conclusion of the analysis was that the NHSC has had an impact on the distribution of physician services in rural areas. Young physicians who fulfill an NHSC obligation in a rural HMSA and who remain in rural practice are very likely to choose to practice in a HMSA. This is true even though NHSC alumni are less likely than non-alumni to have had any prior exposure to rural areas. In addition, NHSC alumni in HMSAs retain many of the practice patterns which are evident in NHSC sites and, consequently, may be more accessible to low income and working class populations in these areas. Numerous data tables supplement the text. An 11-page reference list and the study instruments are appended. (JHZ)

ED 273 092 FL 015 832

Nunan, David
Communicative Language Teaching: The Learner's View.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the RELC Regional Seminar (Singapore, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; Cognitive Style; *Communicative Competence (Languages); Comparative Analysis; Educational Objectives; Second Language Instruction; *Student Attitudes; *Student Centered Curriculum; *Teacher Attitudes; Teacher Role; Teaching Methods

Several studies of the differences in teacher and learner perceptions of the usefulness of certain teaching techniques and activities reveal clear mismatches between learners' and teachers' views of language learning. The differences seem to be due to the sociocultural background and previous learning experiences of the learners and the influence on teachers of recent theory in communicative language learning and teaching, and they are likely to influence the effectiveness of teaching strategies. It is the responsibility of the teacher to teach not only the language but also how to be a language learner, which includes convincing learners of the value of communicative classroom activities such as role playing and problem solving, through explanation, discussion, and demonstration. It is only through sensitivity to the learners and their perception of the learning process, along with a willingness to consult and negotiate, that curriculum innovations are likely to be effective. (MSE)

Troiani, Elisa A.
10 Days or 10 Weeks: Immersion Programs That Work.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (18th, Milwaukee, WI, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Second Language Programs; French; Higher Education; *Immersion Programs; Instructional Innovation; *Intensive Language Courses; Language Skills; *Program Development; Program Effectiveness; *Scheduling; Spanish; Student Characteristics; Teaching Methods; *Time Factors (Learning); Undergraduate Students
IDENTIFIERS- College of Saint Scholastica NM; Peace Corps

The foreign language faculty at College of Saint Scholastica Minnesota) developed and implemented 10-day Spanish and French immersion programs based on Peace Corps methodology as a means of affording students time for intensive study of those languages, improving students' fluency, and instituting a change in teaching methodology. The first program, in Spanish, had courses at beginning and intermediate levels; it was offered during the summer of 1984 to the college students and people from the Duluth community. The daily schedule, extending from 7:00 a.m. until after 8:00 p.m., included time for individual study, class activities, laboratory exercises, computer drills, physical and social activities, and one hour of personal time. At the end of 10 days, oral and written examinations were given on the material that had been covered in class activities. Success with the Spanish program encouraged development of a French program, which was designed differently to accommodate older adult enrollees' different learning and scheduling needs. The French program had shorter lab periods, more frequent group sessions, and reading and writing exercises throughout the program. The older group covered 30 percent more material than a traditional class would have covered and somewhat less than a younger class would cover. A major accomplishement of this program was that the students overcame a fear of failure during the course. The faculty experienced changed attitudes and renewed enthusiasm toward teaching and, as a result, they have begun to implement minicourses. (MSE)

ED 273 151 FL 015 980

Gold, Norman C.
Competency Testing for Limited-English-Proficient Students.
PUB DATE- 85
NOTE- 7p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Elementary Secondary Education; *English (Second Language); Language Skills; *Language Tests; *Limited English Speaking; Second Language Learning; *Testing Problems

The competency testing movement will yield few improvements in the schools and will create arbitrary barriers to progress for some students. Although it may stimulate educational improvement for limited-English-proficient (LEP) students, as for other students, by giving cohesion to the curriculum, guiding scarce resources for remediation, motivating teachers, students, and parents to higher standards of performance, and increasing accountability, it also presents major problems for LEP students. Increased course requirements, greater reliance on tests in English, and higher expectations of skills demonstrated only through English may lead to greater alientation from school, more dropouts, and inadequate development in either academic or vocational skills in this population. The achievement gap between minority and nonminority students may widen rather than narrow. Minority language students should be assured of genuine opportunities to build skills for future success. (MSE)

ED 273 219 HE 019 635

Mordkowitz, Eliott R.; Ginsburg, Herbert P.
The Academic Socialization of Successful Asian-American College Students.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *College Students; *Cultural Influences; *High Achievement; Higher Education; Learning Motivation; *Parent Student Relationship; Socialization; Values

The family backgrounds of successful Asian students were examined to generate testable hypotheses about the socialization of exemplary school achievement of these students. Structured interviews were conducted with 15 Asian students, all of whom would be considered in the top 5% of achievement nationally. These were Harvard University undergraduates, high school summer students at Harvard, or siblings of Harvard students. The sample contained roughly equal numbers of Chinese, Japanese, and Korean youth. All were immigrants' children, some born in the United States and others not. With two exceptions, the parents' schooling level in Asia and their occupational level in the United States were both relatively high; a number of parents came to the United States on scholarship. The more uniform factor in the home environment was a positive feedback loop between strong family feelings and parent emphasis on education. A constellation of factors labeled "academic socialization" were identified that includes authoritative families, high expectancies, effort emphasis in attributions, oversight of children's time utilization, priority allocation of tutorial or other resources for acceleration or remediation, and reinforcement of beliefs and behaviors conducive to instruction. (SW)

ED 273 334 JC 860 491

Reeves, Robert A.; Galant, Richard L.
An Academic Resource in Low Supply and High Demand: A Survey of Community College Recruitment Plans of General Education Faculty over the Next Five Years.
Washtenaw Community Coll., Ann Arbor, Mich.
SPONS. AGENCY- Council of North Central Community and Junior Colleges.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Planning; Community Colleges; Employment Opportunities; *Employment Patterns; *Faculty Recruitment; *General Education; Liberal Arts; *Personnel Needs; Personnel Policy; Questionnaires; Salaries; Surveys; Teacher Recruitment; Teacher Shortage; *Teacher Supply and Demand; Two Year Colleges

In anticipation of teacher shortages in liberal arts disciplines, a study was conducted to investigate how community college administrators in the 19-state Council of North Central Community/Junior College Region planned to recruit faculty in general education disciplines over the next 5 years. In spring 1986, 353 community and junior college administrators were surveyed about anticipated positions and vacancies, recruitment planning strategies, recruitment practices, and Equal Employment Opportunity strategies. Study findings, based on a 55% response rate, included the following: (1) respondents anticipated the most difficulties in recruiting mathematics, physical science, and life science faculty; (2) community colleges in rural areas anticipated more difficulties than those in metropolitan areas; (3) only 35.4% of the respondents indicated that they used a recruitment plan; (4) the most commonly identified components of college recruitment plans were related to organization and development, implementation, information sources, and period of time covered by the plan; (5) the top ranked recruitment sources were college placement services, newspaper advertisements, professional journals, part-time/temporary pools, private business/industry, and on-site recruitment; (6) 7% of the respondents reported using special inducements, such as providing housing, special fringe benefit packages, or expanded professional development opportunities, to recruit faculty; and (7) current salary structures were viewed as the primary constraints on efforts to hire competent faculty. Based on study findings, it was concluded that although the supply of faculty may be adequate for future demand, community colleges with developed recruitment plans will be in the best position to optimize faculty recruitment. The survey instrument and responses are appended. (LAL)

ED 273 431 RC 015 926

Gill, Dhara S.

Community Development and Extension Education Training in Support of NORRIP Implementation.

PUB DATE- Jul 84
NOTE- 69p.; Evaluation performed for the Northern Region Rural Integrated Programme, Tamale, Ghana.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Change Agents; *Change Strategies; *Community Action; Community Development; Educational Needs; *Extension Education; Foreign Countries; Job Training; On the Job Training; Outreach Programs; Program Descriptions; *Rural Development; Rural Extension; *Staff Development; Training Methods; Training Objectives
IDENTIFIERS- *Community Based Education; Ghana; *Northern Region Rural Integrated Programme (Ghana)

This report proposes a training framework for community development and extension education in support of Integrated Rural Development Programmes in the Northern Region of Ghana. The first chapter clarifies the basic concepts of the Northern Region Rural Integrated Programme (NORRIP) and discusses the role of community development and extension education in NORRIP. Chapter 2 defines the learning needs of four client groups: (1) village level workers of integrated rural development agencies; (2) middle level and supervisory personnel; (3) senior management and policy level staff; and (4) village leaders. Chapters 3 and 4 present a framework for training all rural development agents in community organization and extension education methods. The training is presented as a continuum including pre-service training, induction training, and in-service training. Topics include effective use of informal training situations, preparation of training manuals and technical bulletins, and evaluation of training. The final chapter defines the role of NORRIP's Section on Community Development and Adult Education in the areas of planning, training, social animation, and evaluation and monitoring of the training programs. Appendices contain suggested curricula and course outlines for the training programs. (JHZ)

ED 273 137 FL 015 960

Allameh, Joy
Learning among Culturally Different Populations.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Kentucky Foreign Language Conference (Lexington, KY, April 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Training; *Cultural Awareness; Culture Conflict; English (Second Language); Ethnocentrism; *Foreign Students; *Intercultural Communication; *Nonverbal Communication; Second Language Instruction; *Social Values; Student Needs; Suprasegmentals; Teacher Attitudes; *Teacher Role

Teaching a second language and culture means teaching culturally different patterns of perception, communication, and effect. When teachers of English as a second language develop sensitivity to what students bring to the classroom and understand the students' reasons for their actions, their teaching can aid and not hinder students' full development. Teachers can show acceptance and respect for real cultural differences by planning appropriate teaching materials and by recognizing the child from another culture as a learning resource with wider experiences than most of his or her classmates. This attitude and approach maximize further learning about the native language and allows students to take pride in their heritage. Linguistic bias and damage from ethnocentrism can be erased by helping students interact successfully in a cross-cultural setting rather than in a culture-bound intellectual atmosphere. To understand international students' situations, those who teach them must value cultural diversity and not interpret being different as being deprived. It is very important for teachers to admit the humanness of all people, to become knowledgeable about the world community, and to understand the cultural barriers to effective communication. Because foreign students in the United States often feel very threatened, their comfort should be a primary consideration for language teachers. References and a handout entitled "Parallel Principles of Second Language and Cultural Learning" are appended. (MSE)

On Campus with Women. Spring 1986 and Summer 1986.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 86
NOTE- 25p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Nontraditional Occupations; Personnel Policy; Rape; Salaries; *Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Athletics; *Womens Education; Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Included is an article from "Ms. Magazine" entitled "Do SATs Shortchange Women?" News items include the following: a salary bias court case, minority women in intercollegiate athletics, athletic scholarships for women, financing women's sports programs, gender-balancing the curriculum, networking for Hispanic women, child care on campus, sexual harassment prevention, acquaintance rape on campus, the status of women faculty, the U.S. Civil Rights Commission's position on comparable worth, women in computing, women in science and engineering, women in medicine, reasons that students major in science or mathematics, women's studies programs, part-time employment, an Equal Employment Opportunity Commission practice of not making settlements requiring employers to establish numerical goals for hiring and promoting women and minorities, a woman's yellow book to promote networking, a bibliography on female psychology, and resources for educational equity. (SW)

ED 273 194 HE 019 608

Thompson, Hugh L.
A Consortium Effort with Industrial Linkages.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *College Planning; *Consortia; Cooperative Programs; Educational Objectives; Higher Education; *Industry; *Program Administration; *School Business Relationship; Technical Institutes; *Technology; Universities
IDENTIFIERS- *Indiana University; Purdue University IN

The consortium approach to planning and managing academic programs in technology at Indiana University and Purdue University is discussed. Of the eight campuses of Indiana University, three have a guest/host agreement with Purdue. Purdue's School of Technology provides career educational opportunities to students who have application-oriented technological interests and aptitudes. Close liaison with employers and graduates provides feedback to evaluate and update programs. The School of Technology has also established advisory committees at sites in the state where programs in technology are offered. Three types of advisory committees commonly used by each of the respective campuses are: general advisory board (institutional), program advisory board (specific programs), and ad hoc advisory boards or committees (special or temporary). Indiana University has formed a consortium with Indiana Vocational Technical Institute and the local school corporations. One objective is to assess the educational needs of high technology industries in North Central Indiana. Information is provided on matters about which committees advise the faculty and administration and or arrangements for guest/host agreements, including human, fiscal, and physical resources. (SW)

ED 273 207 HE 019 623

Enrollment in Higher Education Institutions in the State of Montana, Fall 1985.

Montana State Office of the Commissioner of Higher Education, Helena.

PUB DATE- 15 Mar 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Groups; College Credits; College Graduates; *College Students; College Transfer Students; *Community Colleges; Degrees (Academic); *Enrollment Trends; Ethnic Groups; Females; Full Time Students; Higher Education; In State Students; Males; Minority Groups; Out of State Students; Part Time Students; *Private Colleges; *State Colleges; *State Surveys
IDENTIFIERS- *Montana

Enrollment trends for colleges and universities in Montana for fall 1985 and some previous years are summarized. While enrollment in degree credit programs decreased 3.3% from the previous fall, the breakdowm was: 81.3% of the enrolled students attended campuses of the Montana University System, 8.6% attended private colleges, and 10.1% attended community colleges. Enrollments decreased at five of the six campuses of the Montana University System from fall 1983 to fall 1985. Total enrollments decreased 6.2% at the community colleges, and enrollments at the private colleges decreased 6.1%. While the enrollment of first-time beginning freshmen and post-baccalaureate students continued to decrease, there was some increase in the numbers of graduate students. Undergraduates

accounted for 87.1% of Montana students, while 6.5% were graduate students, and 6.5% were classified as post-baccalaureate and miscellaneous. In addition to the distribution of enrollment by sex and the average age of the student body, data are provided by campus on: transfer students, in-state and out-of-state students, first-time freshmen, full-time versus part-time enrollments, the distribution of student credit hour load, earned degrees and certificates, and the ethnicity of graduates. (SW)

ED 273 247 IR 012 245

Koohang, Alex A.
Traditional Method versus Computer-Aided Instruction Method in Teaching BASIC Programming to Vocational High School Students.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Correlation; High Schools; High School Students; Hypothesis Testing; *Instructional Effectiveness; *Intermode Differences; *Lecture Method; Pretests Posttests; *Programing; Statistical Significance; Test Validity; Vocational Education
IDENTIFIERS- BASIC Programing Language

The purpose of this study was to investigate the effectiveness of computer-aided instruction as compared with the traditional lecture method of cognitive learning of new curriculum materials. It was hypothesized that students instructed by the computer-aided instruction method would gain higher knowledge of the subject matter in terms of cognitive test scores than students instructed by the traditional method. Subjects were high school students in a vocational education program who were randomly selected and assigned to a control group (n=35) and an experimental group (n=35). Both groups received instruction on one area of BASIC programming in agriculture. The measuring instrument consisted of two identical forms of a test. The content validity of the test was determined by a panel of experts. To determine the test-retest reliability of the test, it was administered to 10 undergraduate students in agriculture education at Southern Illinois University at Carbondale, who retook the same test two weeks later. The Pearson product-moment correlation coefficient was calculated, and the reliability coefficient was considered acceptable. The control group for the experiment received instruction via a lecture by the researcher, whereas the experimental group used the computer program for instruction. The pretest and posttest were administered to both groups prior to and following the instructional treatments. Results of an independent t-test performed on the test results for both groups indicate that the computer-aided instruction method was more effective than the traditional method, but it is suggested that further studies should be done. (DJR)

ED 273 275   IR 051 591

Senese, Donald J.

The New Role of the Librarian in the Information Age.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the West Virginia Library Association (Harpers Ferry, WV, October 12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Futures (of Society); *Information Services; Learning Resources Centers; Librarians; *Library Role; *Social Change; *Technological Advancement
IDENTIFIERS- *Alliance for Excellence; Libraries and the Learning Society; *Nation at Risk (A); Office of Educational Research and Improvement; Toffler (Alvin)

Libraries today play an increasingly active part in the community and in the exchange of information and knowledge. The "Alliance for Excellence: Librarians Respond to 'A Nation at Risk'" and the activities of the Office of Educational Research and Improvement (OERI) reflect the expanding roles libraries can play in reaching the goal of a learning society and meeting the demands posed by today's "information explosion." The outcome of a series of regional seminars attended by representatives of the nation's libraries at all levels, "Alliance for Excellence" presents a wide range of findings and recommendations under three headings: (1) "Libraries and the Learning Society"; (2) "Libraries in Support of Education"; and (3) "Library Leadership in the Learning Society." Many of the recommendations are practical suggestions for making advances in such areas as curriculum, information skills, media services, professional training and adult literacy. In fact, OERI has already established library programs that have supported innovations in various areas of library and information science. Through this combination of efforts libraries will be torchbearers for improved learning as the 21st century approaches. (KM)

ED 273 321 JC 860 473

Loucks, Scott
Diagnostic Testing: How Reliable in Determining Student Success within the Composition Class?
Shoreline Community Coll., Seattle, Wash.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Diagnostic Tests; Educational Diagnosis; *Freshman Composition; Grades (Scholastic); *Predictive Validity; Predictor Variables; Reading Tests; Scores; Student Motivation; *Teacher Student Relationship; Two Year Colleges; *Two Year College Students; Writing Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- Nelson Denny Reading Tests

Since 1985, students taking English 101, the basic composition course at Shoreline Community College (SCC) in Seattle, Washington, have been required to take the Nelson-Denny Reading Test and submit a piece of writing for holistic grading. The introduction of the testing process prompted several questions among students and faculty about what the test results meant in terms of students' chances of success in English 101. In 1985-86, two studies were conducted to compare students' test results and final course grades in English 101. Data were also recorded for student age and sex and correlated with course grades. The study found that there was a direct correlation between many of the students' scores and their performance in class; and that the predictive validity of the tests was imperfect, with many students doing well in class despite low scores and many doing poorly despite high initial scores. Interviews conducted with students and staff during the study period led to the following conclusions: (1) test results can serve as catalysts for student success; (2) the testing process can be an impetus for high school achievement; (3) a significant number of students who failed the course did so for reasons other than an ability problem; (4) students who do well in class despite low scores often do so because of the attitude and involvement of the instructor; and (5) the feedback component of the testing process plays a critical part in motivating students. (EJV)

ED 273 404 RC 015 881

Florey, Janice E.; Dorf, John H.
Leadership Skills for Gifted Middle School Students in a Rural Environment.
PUB DATE- Jan 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Elementary Secondary Education; *Gifted; *Leadership; Leadership Qualities; *Leadership Training; Middle Schools; *Rural Education; Special Programs; *Student Leadership; *Talent; Talent Development; Talent Identification
IDENTIFIERS- *Middle School Students; Nevada (Douglas County)

Gifted rural middle school students in Douglas County, Nevada, participated in a leadership program which complemented an existing critical and creative thinking skill-based program. Assessment, teacher-directed lessons, student-directed activities, integration of leadership techniques into creative and critical thinking strategies, and on-going evaluation of student progress were used.

Students completed a Likert scale questionnaire describing 20 group problem solving situations adopted from the Blake/Mouton Managerial Grid. Students led other students through audiotaped problem solving situations related to common social or school experiences, then reviewed, analyzed, and evaluated their own sessions in conference with the resource teacher. Students became familiar with 20 leadership task and maintenance skills through lecture, discussion, and audio-identification sessions. Results of post-tests, subjective evaluation, and integration of leadership skills into existing learning strategies led to continuation of the leadership component of the Academically Talented Program. (LFL)

ED 273 078 EC 190 273

Van Riper, Charles, Ed.
Stuttering: Treatment of the Young Stutterer in the School. The Opinions of Certain Authorities. Derived from the Report of a Conference of the Speech Foundation of America (Montego Bay, Jamaica, West Indies, December 27, 1963-January 4, 1964). Publication No. 4. Ninth Printing.
Speech Foundation of America, Memphis, Tenn.
REPORT NO.- ISBN-0-933388-02-0
PUB DATE- 82
NOTE- 63p.; For related documents, see EC 190 274-275.
AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 ($0.50).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; Elementary Education; Emotional Problems; Handicap Identification; Individualized Programs; Motivation; Parent Role; Self Esteem; *Speech Handicaps; Speech Improvement; *Speech Therapy; *Stuttering; Therapists

This booklet is designed for public school therapists engaged in the treatment of stuttering in the elementary school. Over 50 questions are posed, regarding treatment of young stutterers in the school, and answers are provided by a panel of 10 leading authorities in the speech therapy field. Topics covered include: (1) differences between stuttering adults and stuttering children; (2) recognizing children with stuttering problems; (3) the parent therapist relationship; (4) motivating children who stutter to undergo therapy; (5) devising individual therapy goals and meetings; (6) alleviating fear, anxiety, and frustration suffered by the stuttering child; (7) building self-esteem and confidence in stuttering children; (8) indications of speech improvement during therapy or failed therapy; and (9) enlisting community and school support for speech therapy programs. (CB)

ED 273 166 HE 019 429

Ross, Elinor P.; Roe, Betty D.
The Case for Basic Skills Programs in Higher Education. Fastback 238.
Phi Delta Kappa, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-238-0
PUB DATE- 86
NOTE- 43p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75, nonmembers; $.60, members; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *College Students; *Developmental Studies Programs; Higher Education; *High Risk Students; *Remedial Programs; Skill Development

Comprehensive programs to enable students to acquire skills necessary for college work are discussed. It is suggested that developmental courses be supplements to regular academic courses. In starting a new developmental program, three factors are important: commitment of the school's faculty and administration to the program's success, adequate financial support, and a full-time director. Admission issues concern placement criteria, as well as whether developmental programs should be voluntary or mandatory. Classes are usually taught in a traditional classroom or a laboratory setting. In either case, class size needs to be low (i.e., 15 students). The bottom line in evaluating a developmental program is whether it enables underprepared students to acquire skills necessary to complete college. The areas in which remediation generally is provided include reading, writing, mathematics, and study skills. Personnel involved in developmental programs include the faculty, counselors, and tutors. Students who tend to need these programs include: foreign students, including refugees who have to overcome language and cultural barriers; athletes who have been given scholarships but who have academic deficiencies; minority students from disadvantaged backgrounds; and handicapped students who did not have access to adequate preparation. (SW)

ED 273 234 HE 019 650

Brinkman, Paul T.
A Comparison of Expenditure Patterns in Four-Year Public and Private Colleges.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 84
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Economics; Expenditure per Student; *Expenditures; Higher Education; Part Time Students; *Private Colleges; *Public Colleges; *Resource Allocation; State Colleges; *Undergraduate Students

Aspects of economic behavior of colleges and universities were examined empirically. Two groups of comparable, instruction-oriented institutions, one from the private sector and one from the public sector, were analyzed. Five issues were examined: resources dedicated to lower-division students, the economic impact of part-time students, the extent and nature of scale-related economies (diseconomies), the effect of management flexibility on resource allocation, and relative efficiency. Multivariate analysis was employed with data primarily from the Higher Education General Information Survey for fiscal year 1982. Findings include: the number of upper-division students is the most critical variable affecting economic behavior; undergraduate part-time students have an impact in the instructional area that is probably more than commensurate with the credit-hour demands they create at private colleges but less than commensurate at public institutions; and both types of colleges would likely experience a decrease in average expenditures per student if they could increase enrollments, provided that additional students were distributed by level in about the same way as they currently are. Appendices include information on variables used in the regression analysis and detailed results of regression analysis. (SW)

ED 273 261 IR 012 265

Kaye, Tony
Computer-Mediated Communication Systems for Distance Education. Report on a Study Visit to North America September/October 1985. Project Report CCET/2.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Nov 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; Electronic Equipment; *Electronic Mail; Foreign Countries; Higher Education; *Telecommunications; *Teleconferencing

IDENTIFIERS- North America; *Open University (Great Britain)
This report of a study visit to North America describes three different computer-mediated conferencing systems (CMCS) and how they are used. The first system is COSY (COnferencing SYstem), at the University of Guelph, Ontario. The second system is EIES (the Electronic Information and Exchange System), at the New Jersey Institute of Technology. The third system is PARTICIPATE, developed by Participation Systems, Inc., and in use at the New York Institute of Technology. In Great Britain, each of these systems can be accessed from the Open Univeristy, and the purpose of this visit was to make contacts with educational users of the systems and investigate possible applications of computer-mediated communication for Open University courses. The visit provided useful guidelines for trials of electronic mail and computer-mediated communications in distance education, particularly on courses which already require students and tutors to have home equipment, and/or low population specialist courses where communication between participants is a key element in the learning process. The appendixes consist of: (1) information about on-line conferences on the three systems; and (2) a two-page bibliography listing sources of additional information on each of the systems. (DJR)

ED 273 291 IR 051 615

Hoerman, Heidi Lee

Technical Services Cost Studies in ARL Libraries. SPEC Kit 125.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jun 86
NOTE- 129p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 per issue; subscriptions available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cataloging; *Costs; Higher Education; Library Administration; Library Automation; Library Expenditures; Library Surveys; *Library Technical Processes; *Operating Expenses; *Operations Research; Questionnaires; Research Methodology

Based on a survey of Association of Research Libraries (ARL) member libraries in February 1986, this kit is designed to illustrate a wide range of alternative approaches to analyzing the costs of technical services. The kit consists of the following unedited primary-source documents: (1) SPEC Technical Services Costs Survey (Three-Year Update) February 3, 1986, form and results of survey; (2) SPEC Flyer Number 89, "Technical Services Cost Studies in ARL Libraries"; (3) Statistical Questionnaire on Cataloging Activities in Quebec University Libraries and the Bibliotheque Nationale du Quebec (Laval University); (4) Management Information System/MIS reports (University of Waterloo); (5) Plan and Task List for a Technical Services Review (Rutgers University); (6) Law Library Review 1982, Technical Services Study (University of Saskatchewan); (7) General Technical Services Processing Costs (Vanderbilt University); (8) Time per Item Statistics Comparing a Current Operation with an Integrated Library System (National Agriculture Library); (9) Costs Associated with the Card Catalog (University of Oregon); and (10) Retrospective Conversion (Iowa State University). A brief overview of survey findings and a bibliography are also included. (KM)

ED 273 362 PS 015 987

Kafer, Norman F.; And Others

Interpersonal Relationships of Children and Adolescents: Symposium II B.

PUB DATE- 84
NOTE- 30p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Buddhism; *Children; Competition; *Cooperation; Cultural Influences; Elementary Secondary Education; Ethnic Groups; Foreign Countries;

*Interpersonal Relationship; Longitudinal Studies; *Peer Acceptance; Rural Urban Differences; Sex Differences
IDENTIFIERS- *Australia; Chinese People; Islam; *Thailand

Reported in this symposium are (1) a study of interpersonal awareness, peer acceptance, and interpersonal strategies among Australian preschool children, by Norman F. Kafer, (2) a longitudinal study of the learning preferences of Australian primary and secondary school students, by Lee Owens, and (3) an abstract of an investigation of co-operative and competitive behavior among primary school children in Thai subcultural groups, by Pismai Wibulswadi. Results of the preschool study suggest that children may begin to develop defensive interpersonal strategies at a very early age and may also express feelings of vulnerability. The most highly vulnerable children tended to withdraw from interaction, and were avoidant and neglected by peers. Children who adopted an approach strategy and were rejected expressed less vulnerability. Both groups were more vulnerable than children accepted by peers. Among children least acceptable to their peers, those adopting an approach strategy were less developed in interpersonal awareness than those adopting an avoidance strategy. The longitudinal elementary/secondary study indicated that girls, in their primary school years, were more strongly oriented towards co-operative learning than boys were; the trend continued through high school. The senior years of high school and the preparation for the Higher School Certificate examinations (Year 12) somewhat dampened girls' enthusiasm. Boys lost their enthusiasm for co-operative learning at least 2 years earlier, coinciding with preparation for the School Certificate examination (Year 10). The study of primary school children's co-operative and competitive behavior revealed that Thai rural children appeared to be significantly more generous than semi-rural and urban children, and that Muslim children showed significantly more rivalry and competition than did Buddhist children. (RH)

ED 273 376 PS 016 001

De Wit, Jan; Keats, D. M.
Values: Relations and Implications. Symposium V C.

PUB DATE- 84
NOTE- 22p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Child Rearing; *Coping; Cultural Differences; Foreign Countries; *Modernization; Moral Development;

Research Problems; Sex Differences; *Socialization; Traditionalism; *Values
IDENTIFIERS- *Asia; Kohlberg (Lawrence); Westernization

Reported at a symposium generally concerned with values and adolescents are discussions of (1) socialization issues and the impact of values on adolescents, and (2) dimensions of Asian youths' confrontation with the problem of modernization. In the first study (by Jan de Witt), the conceptual shift in socialization research to a focus on authoritative, authoritarian, indulgent, and neglecting parenting styles is pointed out. With respect to the conceptual changes, two questions are raised. The first deals with the problem of cross-cultural validity of the outcomes of socialization research; the second refers to the effects of biases in models and concepts on thinking about development. Discussion of the ways developmental theories are constructed is based on Kohlberg's theory of the development of moral judgments. Concluding remarks focus on implications for developmental theory of Gilligan's (1982) identification of two types of moral language and on implications of the conceptual changes in relation to adolescent development in a changing culture. In the second study (by D.M. Keats of Australia), a list of characteristics of modernization is presented and supplemented by discussions of technology and values, effects of technological and cultural change on adolescents, and skills for coping with modernization. Concluding remarks concern curriculum revision, the introduction of personal development programs in high schools, and the provision of student counseling services as ways to help students cope. (RH)

ED 273 446 SE 046 901

District Computer Plan. K-12. Northeastern Local School District.
Northeastern Local School District, Springfield, OH.
PUB DATE- 24 Jun 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; *Computer Oriented Programs; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Inservice Teacher Education; *Microcomputers
IDENTIFIERS- Ohio

This document outlines the computer education plan for a school district in Ohio. The district's philosophy and goals and the philosophy toward computer education are presented first. Listed are student goals and objectives for K-12, staff goals and objectives, student access to computers, and the student sequence of program scope, with objectives specified by level. Uses of the computer in each subject area are then delineated. A teacher's checklist for preparing a unit that integrates the computer is provided and evaluation is briefly noted. The appendix contains background information on the preparation of the guidebook, as well as selected references. (MNS)

ED 273 064 EC 190 259

Lee, Barbara B.

Intervention Procedures to Accelerate Rate of Learning.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4,1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cued Speech; *Deafness; Developmental Stages; Elementary Education; Expressive Language; *Intervention; *Language Acquisition; Preschool Education; Program Effectiveness; Receptive Language; Syntax; Vocabulary

The paper reports on a study of the rate of language learning of 12 children aged 2 to 10 with severe to profound bilateral hearing losses. Intended to help deaf children learn spoken language at the same rate as average hearing Ss, the intervention stressed three qualities of linguistic information: (1) clarity, (2) appropriateness, and (3) adequate quantity. In addition, cued speech and the initiation of language teaching based on the normal developmental sequence were incorporated. Ss were divided into two groups: an oral-visual and an oral-visual plus cued speech group. Analysis of rates of progress revealed that deaf Ss learned language at or faster than the rate of hearing children on all five measures of comprehension of single word vocabulary and syntax, syntactical complexity through sentence production, and general knowledge. (CL)

ED 273 093 FL 015 833

Nunan, David
The Ghost in the Machine: An Examination of the Concept of Language Proficiency.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Communicative Competence (Languages); Comparative Analysis; Definitions; Language Processing; *Language Proficiency; Language Research; *Language Tests; Linguistic Theory; *Rating Scales; Research Needs; *Second Language Learning

Proficiency, which refers to a concept that is more complex than is generally acknowledged, is an overworked term in second language teaching that lacks a satisfactory operational definition. Linguistic knowledge is currently defined most often in terms of what an individual is able to do with the knowledge, as in the movement for competency-based education. The simple idea of proficiency as the ability to perform real-world tasks with a specified degree of skill becomes problematic when the issue of proficiency assessment arises. All proficiency scales assess a mixture of factors from diverse domains. Most of the performance factors have not been empirically validated to determine whether learners really do act in the ways described by the scales or to what degree the skills mastered in one domain are transferable to another. The only performance factors subjected to empirical validation have been syntax and morphology, and it has been found that some aspects of proficiency descriptions conflict with what learners are able to do at other stages. Research into the divisibility of the construct of general proficiency has not been as fruitful as originally anticipated. Despite some valuable research, efforts at producing an operational definition of proficiency seem to be circular and will not be resolved without more empirical study. (MSE)

ED 273 108 FL 015 923

Menting, Jan P.

Comprehension de Texte et Actes de Parole (Understanding a Text and Speech Acts).
PUB DATE- 84
NOTE- 12p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p135-147. See FL 015 917.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); Difficulty Level; Educational Strategies; Instructional Materials; Linguistic Theory; *Listening Comprehension; Media Selection; *Reading Comprehension; Second Language Instruction; *Speech Acts

Oral production (the speech act) and the comprehension of written and oral texts have long been treated as separate entities when they could be used in an integrated approach to teach a broader range of language skills. The receptive aspects of the speech act should be brought into language instruction and used to select materials for teaching comprehension. Comprehension materials are categorized as simpler or more-advanced based on their degree of artificiality or authenticity, which is largely a function of the instructional intent. Simpler materials are used to facilitate the transfer from receptive to productive skills, while more advanced materials are intended for content study, and the ties to language learning are less direct. With simpler materials the instructional focus can be on the detection and examination of speech acts and their realization in language. With more advanced materials, the initiative for analysis can be left more to the student, and the teacher can take advantage of the inherent value of the content to demonstrate how the linguistic forms and their usage serve the author's or speaker's objectives. The student can also become aware of what characterizes certain kinds of texts, make comparisons with native language texts, and perform a variety of other analytical exercises. A number of texts illustrating the method are appended. (MSE)

ED 273 152 FL 015 981

Hakuta, Kenji
Cognitive Development in Bilingual Instruction.
PUB DATE- 85
NOTE- 6p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; *Cognitive Development; Elementary Secondary Education; *English (Second Language); *Interlanguage; Second Language Learning; *Transfer of Training

Theory and research on bilingualism and its relationship to cognitive development have provided mixed results, especially in relation to the value of United States bilingual education programs. Little of the existing research on bilingualism is generalizable to U.S. minority language groups. However, one study of children in a bilingual program designed to see if intellectual abilities are related to the student's degree of bilingualism rather than to compare bilingual and monolingual children found that a positive relation exists between bilingualism and various abilities, such as the ability to think abstractly about language and to think nonverbally. In addition, the correlation between the students' abilities in the two languages developed in the bilingual education program became stronger in the course of the program, supporting the idea of the interdependence of the languages of the bilingual. While these results do not suggest that bilingualism is a valuable educational intervention strategy in itself, they do argue for increased research in cross-language skill transfer and the role of bilingualism in academic learning. (MSE)

ED 273 307 JC 860 050

Feiger, Helen Tina; And Others
Santa Monica College Child Care Task Force Report.

Santa Monica Coll., CA.
PUB DATE- 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; Child Development Centers; Community Colleges; *Day Care; *Day Care Centers; Feasibility Studies; *Financial Support; *Needs Assessment; Policy Formation; *Program Development; School Personnel; School Policy; Student Needs; Two Year Colleges; Two Year College Students

In 1983, Santa Monica College (SMC) created a task force to assess the college's need for child care services and to devise possible service models for consideration. Subcommittees were formed to address student and staff child care needs; ways of funding child care services; criteria for possible child care facilities and sites which met these criteria; and policies regarding such issues as limits of responsibility, evaluation of services, fees, and eligibility. The task force found: (1) there was a significant need for child care services among students and staff; (2) although child care services on some community college campuses have become self-supporting, setting up a center at SMC would require a commitment from the district of start-up costs and a percentage of operational costs, which were estimated at $100,000 to $150,000; (3) the facility would need to be close to campus and to conform to licensing regulations; and (4) policy decisions need to be made concerning the philosophy of the center, general operating procedures, ratio of staff members' children to students' children, staffing, parent involvement, and operating expenses. Based on study findings, four options were identified for SMC: providing information and referral to existing services, providing an infant/toddler care center, providing a pre-school center, or providing a combination of services. Addenda include information on needs assessment methodology and findings, the survey instrument, anecdotal reports, descriptions of possible service models, analyses of two facilities, a report on a survey of other California colleges, discussions of funding possibilities, SMC's policy statement regarding child care services in 1977-78, and miscellaneous suggestions. (EJV)

ED 273 348 JC 860 509

Boatright, Joyce; Crowley, Jacquelin

An 80's Approach to Providing Educational Services to Business/Industry: The Houston Community College System Plan.

PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Conference of the National Council for Occupational Education (12th, San Diego, CA, October 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Community Surveys; Educational Needs; *Employer Attitudes; Institutional Advancement; Labor Education; *Marketing; *Needs Assessment; *Professional Continuing Education; Professional Development; *School Business Relationship; Seminars; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

In 1982, the Houston Community College System (HCCS) initiated a marketing study designed to identify the education and training needs of the business community in relation to the community college's newly implemented program of professional development seminars. Through a telephone survey of 127 Houston area companies employing 100 or more people, the study sought to: (1) identify major companies which could be potential users of the professional development seminars; (2) determine the image of HCCS as a provider of the seminars; (3) identify professional development seminars with the greatest potential for successful marketing; and (4) identify ways to communicate the availability and benefits of the seminars. Survey findings indicated a high level of interest in the seminars and led to the development of several marketing tools and strategies, including a folder providing basic information about seminars; a quarterly newsletter; and increased networking with organizations. In 1986, a similar study was conducted of companies with 50 or more employees. This study revealed high levels of employer interest in outside training, a lack of concern with college credit among 72% of the companies, a need for flexibility of format, a willingness among respondents to pay for training, and support for the community college as a source of employee training. As a result of its marketing studies, HCCS has developed a planned approach to developing its services to the business community. (LAL)

ED 273 390 PS 016 044

Krogh, Suzanne L.
The Role of Humor in Children's Sharing.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; *Elementary School Students; *Humor; Moral Development; Primary Education; *Sex Differences
IDENTIFIERS- *Sharing Behavior

A total of 40 children in the three primary grades were studied to determine if they would donate more to a worthy cause after having been exposed to a humorous situation, in contrast to exposure to a serious one. The children who had heard a serious story about sharing donated slightly more to help Ethiopian refugees than did children who had heard humorous stories. However, the difference was not significant. Children who scored higher on Damon's scale of distributive justice donated significantly more, as did girls. It is argued that classroom discussions and activities concerning important issues could sometimes benefit from a less serious approach than is traditionally used. (Author/RH)

ED 273 418   RC 015 901

Larkin, Willie D.

County Rural Development Committee Handbook: Suggestions for Committee and Organizational Operation. Circular CRD-35.
Auburn Univ., Ala. Cooperative Extension Service.
PUB DATE- Mar 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Committees; *Community Development; *Community Involvement; Community Organizations; Community Planning; County Programs; Guidelines; *Meetings; Parliamentary Procedures; *Program Development; Program Evaluation; Program Implementation; Rural Areas; *Rural Development
IDENTIFIERS- Alabama; *Rural Development Committee

This handbook provides instructions to help communities form county rural development (CRD) committees. Guidelines are applicable to committee work in general and to community involvement in identifying and discussing local problems, determining community needs, setting goals, identifying available resources, securing adequate leadership, and coordinating local program efforts. The handbook is used as a reference book for community volunteers and U.S. Department of Agriculture agency employees who work with county Rural Development Committees in Alabama. Topics include description of CRD committee structure and relationships with local, state, and federal agencies and organizations; guidelines for committee membership, size, election of officers, composition and duties of subcommittees; suggestions for conduct of meetings and bylaws; and a program development outline describing planning, implementation, evaluation, and reporting processes. Appendices offer guidelines for working effectively with committees, requirements for good committee work, suggestions for planning and conducting committee and business meetings, instructions for use of parliamentary procedure, sample meeting agenda, checklist of steps to more effective meetings, and a plan of action guide. (LFL)

ED 273 123 FL 015 942

Hiraoka, Jesse

Interdisciplinary Approaches to the Study of Language and Culture: The Use of Spatial Constructs.

PUB DATE- May 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Pacific Northwest Council on Foreign Languages (Vancouver, British Columbia, May 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Education; Higher Education; Instructional Innovation; *Interdisciplinary Approach; *Literature Appreciation; Second Language Instruction; *Spatial Ability; *Visualization

Interdisciplinary approaches to instruction are generally dominated by linearity, with an emphasis on linear progressive time. A more productive approach is the development of spatial constructs that provide a more directly visual approach to thought and discussion. The study of languages and cultures will be more effective if students are given the means to visualize one or more spaces in time and to examine and discuss the diverse aspects of a language or culture that occur simultaneously. The impact on the participants in the learning process is increased, discussion can be more varied, and the instruction is not limited to specific starting and ending points. In developing interdisciplinary approaches to teaching languages, literature, and culture, the potential for visualization offered by interdisciplinarity should be tapped, or the limitations of linearity will only be compounded. (MSE)

ED 273 195 HE 019 609

Baltes, Paula Choate
Implications of Fiscal Stress in Higher Education Institutions.
PUB DATE- 19 Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; *College Faculty; College Programs; *Financial Problems; Higher Education; Longitudinal Studies; *Policy Formation; *Program Administration; *Retrenchment

Patterns in responses of colleges to fiscal stress were assessed. Attention was directed to the responses over a 10-year period, of 23 four-year colleges and universities that were observed in "A Report on the Financial Conditions Project" (1981) by the American Council on Education (ACE) and the National Association of College and University Business Officers (NACUBO). Data collection centered around five response categories: operations, programs, faculty, policy development, and severe responses. Analysis involved secondary analysis of the ACE/NACUBO report data for fiscal years (FYs) 1975-1978, and analysis of questionnaire results on institutional responses during FYs 1979-1981 and 1982-1984. In the aggregate, a pattern of responses was found: the less reactive operational and programmatic responses preceded the more reactive responses. With time, measures associated with policy development and faculty adjustments increased. The severe responses, though small in number, were confined to the declining colleges. Disaggregated data showed that behavior of colleges was individualistic, and the potentially more reactive responses from the faculty adjustments and policy development categories were not always associated with decline. Since 1978, faculty participation in planning and implementation of retrenchment strategies increased, and innovative activity increased as a result of fiscal stress. A 10-page literature review precedes the study, which also includes a 30-item bibliography. (SW)

ED 273 220 HE 019 636

Taylor, Elizabeth; Morgan , Alistair R.
Developing Skill in Learning.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Competence; Foreign Countries; Higher Education; Interviews; *Learning Experience; Locus of Control; Longitudinal Studies; Open Universities; Part Time Students; Self Esteem; *Student Attitudes; *Student Development
IDENTIFIERS- *Open University (Great Britain)

Changes in a group of students' conception of learning over 6 years of part-time study were investigated at Great Britain's Open University. The direct exploration of students' experiences of learning involved a qualitative and phenomenological research paradigm. Learning was described in the context of the natural setting based on the learner's perspective. Eighteen Open University students, who initially registered for the Social Sciences Foundation course in 1980, were interviewed before they started and at the end of their foundation course. They were then interviewed during each year of subsequent study, as they progressed toward graduation in 1985. Students told how they decided to take their courses and what they had gained from study. In the later interviews, they told about any changes in study habits and critical incidents that stood out in their careers as students. Stages of student development were identified that were linked to confidence, competence, and locus of control. At the start of their studies many students expressed lack of confidence in their ability to study: they relied on the teaching system of The Open University to control and direct their learning. It appeared that developing greater confidence was a key step in developing competence in learning. (SW)

ED 273 432 SE 046 315

Disinger, John F.; Lisowski, Marylin
Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 275p.; Other volumes in ERIC/SMEAC's "Teaching Activities in Environmental Education" series are listed in the preface of this paper along with corresponding ED numbers.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Instructional Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Environmental Standards; *Hazardous Materials; Interdisciplinary Approach; Language Arts; *Learning Activities; Mathematics Education; *Physical Environment; *Pollution; Public Health; Quality of Life; Science Education; Social Studies; *Wastes
IDENTIFIERS- *Environmental Problems

Designed to assist practitioners of both formal and non-formal settings, this 18th volume of the ERIC Clearinghouse for Science, Mathematics, and Environmental Education's Teaching Activities in Environmental Education series specifically focuses on the theme of hazardous and toxic materials. Initially, basic environmental concepts that deal with hazardous and toxic materials are listed and are referenced by the page number of the activities where they are addressed. A synthesis of the federal legislation related to hazardous substances is presented and management options are discussed. A general outline of the classification scheme used in

the guide is provided and the number of activities according to each grade level, subject area, and focus area is specified. The teaching activities are grouped by suggested grade levels (K-3; 4-6; 7-9; and 10-12). Information on each activity includes: (1) purpose; (2) grade level; (3) focus area (general, health, water, air, biological aspects, disposal, and social/political aspects); (4) subjects (science/health, social studies, mathematics, language arts, fine arts, and home economics); (5) concept; (6) references; and (7) actual activity (including materials which can be duplicated). A listing of 32 references is also provided. (ML)

ED 273 447 SE 046 903

Good, Ron

Science Computer Software. A Handbook on Selection and Classroom Use.

Florida State Univ., Tallahassee. Dept. of Science Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Jul 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Biology; *Chemistry; *Computer Assisted Instruction; Computer Simulation; Computer Software Reviews; *Courseware; Educational Technology; Elementary School Science; Instructional Materials; *Physics; Resource Materials; Science Education; *Science Instruction; Secondary Education

Designed for use by science teachers, this document provides selected lists of computer software collected by the Science and Mathematics Software (SAMS) lab at Florida State University. The commercially available software is compiled under the subject areas of biology, chemistry, and physics. Each list provides: (1) recommended grade level; (2) type of software (e.g. drill and practice, tutorial, simulation, game, tool); (3) publisher; and (4) price. Included are reviews done by the SAMS lab on selected software from each discipline. Twelve software programs are reviewed in the biology section, ten in chemistry, and eight in physics. The chapter on chemistry also mentions additional software available through the National Science Foundation-funded project SERAPHIM at Eastern Michigan University. Addresses of publishers/distributors of all the commercial software listed are also included. (TW)

ED 273 079 EC 190 274

Ainsworth, Stanley; Fraser, Jane

If Your Child Stutters: A Guide for Parents. Based on a Conference of the Speech Foundation of America (Oahu, Hawaii, December 27, 1976-January 4, 1977). Revised Edition. Publication No. 11.

Speech Foundation of America, Memphis, Tenn.

REPORT NO.- ISBN-0-933388-23-3

PUB DATE- 86

NOTE- 49p.; For related documents, see EC 190 273-275.

AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 ($1.00). Also available in Spanish and French.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Anxiety; Elementary Education; Emotional Problems; *Parent Child Relationship; *Parent Participation; *Parent Role; *Speech Handicaps; *Speech Improvement; Speech Therapy; *Stuttering; Therapists

This booklet is written for parents who are concerned about the speech of their young child. The goal of the booklet is to enable parents to begin working with their child, and a speech clinician if necessary, with a better understanding of the problem. The booklet contains answers to common parental questions such as: (1) Does my child stutter? (2) Why do some children stutter? and (3) How does the child who stutters compare with those who do not? Warning signs of children who may have a stuttering problem are discussed. The majority of the booklet contains suggestions for working with a stuttering child, including helping the child to speak more smoothly, effective speech interactions, nonverbal communication, ways to express positive feelings, ways in which day-to-day living may affect or be affected by stuttering. To help the child who stutters, suggestions for encouraging better fluency include accepting the disfluencies, avoiding the stuttering label, taking various measures to reduce parental anxiety, reducing time pressure for the child's speech, reacting appropriately to stuttering, giving the child direct advice on reducing stuttering, and taking various measures to reduce the child's fears, anxieties, and frustrations with speech. (CB)

ED 273 138 FL 015 961

Roberts, Jonathan Roy
Teacher Development through Curriculum Development.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; *Curriculum Development; *English (Second Language); *Faculty Development; Independent Study; Institutional Cooperation; *Language Teachers; Professional Associations; Self Actualization; *Self Evaluation (Individuals); Shared Resources and Services; Teacher Education

When the traditional opportunities for professional renewal do not seem adequate or appropriate to teachers of English as a second language (ESL), one means of professional development is self-initiated, naturalistic research in curriculum and instructional development. However, individual action research has the limitations of one person's time, resources, and perspective. Collaborative, self-evaluative research accomplished through a network of teachers can be more effective and allows for development in the areas of instructional evaluation, curriculum development, instructional innovation, and curriculum evaluation. The education of ESL teachers should include instruction in systematic experimentation and self-evaluation. Because of the limitations of professional conditions within a single school, mechanisms for interinstitutional networking should be developed among private sector teachers. Groups and schools interested in self-monitoring and development must acquire naturalistic research skills and use them systematically, while allowing research projects to begin modestly and to evolve according to local needs and circumstances. A paper on the "TIQL" teacher-based research project is appended. (MSE)

ED 273 167 HE 019 497

Gelband, Scott; And Others
Your College Application.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-247-4
PUB DATE- 31 Jul 86
NOTE- 133p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($9.95, 20% discount for 5 or more).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Admissions Counseling; *College Applicants; College Bound Students; College Entrance Examinations; *Educational Background; Essays; Extracurricular Activities; Guidelines; Higher Education; *Individual Characteristics; Interviews; Portfolios (Background Materials); Student Characteristics; *Student Records

A guide to what college-bound students need to know to prepare the most effective college application is presented by three former college admissions officers. Step-by-step strategies are offered to help students take control of the application process and use it to their best advantage. Three basic areas of a college application are examined: academic, personal, and supporting documentation. The academic profile consists of: scores on the Scholastic Aptitude Test, the American College Testing Program exams, or Achievement Test scores, as well as the high school transcript, which includes class rank, courses, and grades. The personal profile consists of essays, extracurricular activities, and perhaps an interview. The supporting document-profile includes a counselor's report, teacher recommendations, and any pertinent supplementary materials. Each part of the application is covered, and brief lists of do's and don'ts are provided, along with: examples of a typical high school transcript, a guidance counselor's report and school profile, suggestions for what to include and not to include in supplementary materials, facts that dispel the myths about the admissions process, and advice to students in special situations ranging from early admission and recent school transfer to deferred admission and being placed on a waiting list. (SW)

ED 273 181 HE 019 571

West, Leo H. T.; And Others
The Impact of Higher Education on Mature Age Students.
Monash Univ., Clayton, Victoria (Australia).
SPONS. AGENCY- Commonwealth Tertiary Education Commission, Belconnen (Australia).
REPORT NO.- ISBN-0-86746-460-7
PUB DATE- Jun 86
NOTE- 108p.; A report prepared by the Higher Education Advisory and Research Unit and funded under the Evaluations and Investigations Program. Study questionnaire contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Bachelors Degrees; *College Students; *Education Work Relationship; Foreign Countries; *Higher Education; Individual Development; *Outcomes of Education; Questionnaires; Student Employment; Student Experience
IDENTIFIERS- *Australia; Monash University (Australia)

Changes in the working and personal lives of adults as a result of completing a bachelor's degree as a mature-age student were studied in Australia. Also considered were students' progress through the degree, patterns of employment while enrolled, and additional formal higher education after completing (or withdrawing from) the program. The study population consisted of people aged 25 or over who began a bachelor's degree in 1978. Information was obtained on: areas of study, enrollment patterns, external students, part-time study, self-report of academic performance, relationship between education and job, occupational level, job prospect, job satisfaction, unemployment, changes in personal development, changes in abilities, leisure time activities, and impact on marital relations. Appendices include: the questionnaire and index of aspects of study variables, a comparison of age subsamples, and a comparison of first-year withdrawers and graduate subsamples. Microfiche of the data (representing 208 pages of computer printouts) were enclosed with the report but are not included in ERIC. (SW)

ED 273 208 HE 019 624

Petry, John Richard
A Study of Selected Administrative Problems of George Peabody College for Teachers, 1937-1945.
PUB DATE- 86
NOTE- 346p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College Administration; *College Faculty; *College Programs; Economic Climate; Educational Finance; *Educational History; *Financial Problems; Higher Education; Needs Assessment; Political Influences; Problem Solving
IDENTIFIERS- *George Peabody College for Teachers TN

Problems concerning finance, faculty, and educational programs faced by George Peabody College for Teachers during 1937-1945 are examined, along with the solutions. Attention is directed to: circumstances surrounding problem identification, the background of each problem, who had responsibility for formulating each solution, other individuals/groups who provided consultation, data utilized in arriving at solutions, the rationale for solutions, how successfully the solutions were implemented, and problems that remained unsolved. Despite financial depression and war, the administration preserved the image of Peabody as a college for teachers whose primary mission was to improve educational opportunities throughout the Southeast. Major financial problems were related to income, salaries, inadequate business procedures, and inadequately maintained buildings and grounds. The quality of faculty and the relationship of the faculty to the educational program were additional problems. Problems relating to the educational program included enrollment, instructional reorganization, and academic performance at the college. Appendices include: a list of administrators and trustees during 1937-1945, a bibliography, statements of income for each of the 9 years, and general education board grants to the college, 1909-1945. (SW)

ED 273 235 HE 019 651

Zammuto, Raymond F.
Organizational Adaptation: Managing in Complexly Changing Environments.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- Nov 84
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *College Administration; *College Environment; Competition; Higher Education; Models; *Organizational Change; Organizational Theories; Policy Formation; *School Effectiveness

A model of strategic adaptation that focuses on how organizations adapt to both conditions of growth and decline is presented. The theoretical structure underlying the model is considered, with attention to organizations, niches, and environments, as well as environmental change and evolving niches. The model attempts to reconcile the perspectives of environmental determinism and managerial choice. The importance of the interplay of population characteristics that define an ecological niche is considered, including competition with the niche and organization types (e.g., entrepreneurs and prospectors, defenders and analyzers). The dynamics of adaptation at the population and organizational levels of analysis are covered in outline form. The role of individuals in formulating and implementing strategic organizational responses to changing environmental conditions is also addressed, with attention to the impact of perceptions and attributions in the adaptation process, and the role of leaders. The concept of interpretive strategy as an important factor in the formulation and implementation of effective strategies is introduced, using research being conducted by the National Center for Higher Education Management Systems. (SW)

ED 273 248 IR 012 247

Miura, Irene T.
Understanding Gender Differences in Middle School Computer Interest and Use.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computers; Intermediate Grades; Junior High Schools; *Middle Schools; Predictor Variables; Questionnaires; Regression (Statistics); *Sex Differences; *Social Influences; *Student Attitudes; *Student Interests

A 3-year study was conducted to document individual differences in computer interest and use among middle school students and the psychological and social processes that may contribute to these differences. A questionnaire was used to assess the computer interest and use of a sample of approximately 400 middle school students at the end of each of the 3 years. The dependent measures--interest in learning about computers, plans to take elective computer classes, willingness to consider a computer career, and non-school computer use--and outcome measures were combined into a computer interest and use composite score. Eight independent variables were selected: mathematics interest, current goals for computer use, mathematics achievement, perceived parental encouragement for computing activities, perceived peer reactions to computer involvement, perceived relevance of computing skills for the future, perceived self-efficacy for computer-related tasks, and affective responses to the computer. These variables were organized using a newly developed version of "living systems" theory and students were asked to rate them on a scale of 1 to 5. Regression analysis of the data from the questionnaires and additional demographic and descriptive data showed that: (1) the gender of the subject appears to be an important social characteristic to consider in predicting computer interest and use since there were significant differences in favor of males; (2) boys may be more involved in computers as the result of more opportunities for mastery, more role models to emulate, greater verbal encouragement, and less fear of the machines; and (3) boys express a more positive attitude about the benefits of computers to society than do girls. Although there was a decline within grade levels from year to year over the 3-year period the variables showed consistent gender differences in favor of males. (DJR)

ED 273 262 IR 012 266

Lathrop, Ann, Ed.
The 1986 Educational Software Preview Guide.
Educational Software Evaluation Consortium, Menlo Park, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Dec 85
NOTE- 91p.; Guide developed at the California TECC Software Evaluation Forum (Menlo Park, CA, December 2-6, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Instructional Material Evaluation; *Microcomputers

This guide lists favorably reviewed microcomputer software for K-12 student instruction. It is not intended for use as a buying guide, but as an aid to educators in locating commercially available software they may want to preview to determine its suitability for their instructional program and students. Each annual edition of this guide is an independent publication and includes titles from earlier editions only if they meet the criteria established for the current year. Individual programs are listed alphabetically by title within a curriculum area, and each listing includes the publisher, microcomputers the program can be used with, instructional mode, grade level, and price. The 20 areas represented are art, business education, computers, electronic periodicals, foreign language, home economics/living skills, health, instructional tools, keyboarding, language arts/English, library media skills, mathematics, music, preschool/early childhood, problem solving/logic, science, special needs/physically handicapped, social studies, testing, and vocational education/industrial arts. The guide also includes a list of consortium member institutions; a key to the abbreviations used; an alphabetical listing of software titles with the name of the publisher, microcomputer, curriculum area, and price; and a directory of publishers represented in the guide. (DJR)

ED 273 276 IR 051 592

Senese, Donald J.
Public Libraries and the Challenge of the Learning Society.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Jan 84
NOTE- 9p.; Paper presented at the Library and Learning Society Project (Boston, MA, January 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Educational Improvement; *Library Role; Library Services; Lifelong Learning; *Public Libraries; Shared Library Resources
IDENTIFIERS- Boston Public Library MA; *Libraries and the Learning Society; Library Services and Construction Act; National Commission on Excellence in Education; *Nation at Risk (A); Office of Educational Research and Improvement

Public libraries can be instrumental in creating a learning society and alleviating the problems pointed out in "A Nation at Risk: The Imperative for Educational Reform," the report of the National Commission on Excellence in Education. In fact, public libraries have always played an important role in the nation's education and will continue to do so, both in technology and in the liberal arts. The Office of Educational Research and Improvement (OERI) has already funded several projects designed to extend the services of public libraries, e.g., the Public Library Services Program and Interlibrary Cooperation Program, which are Titles I and III of the Library Services and Construction Act. It is imperative now for public libraries to find new ways of accessing and disseminating resources, identify their role in the learning society, and determine ways to increase lifelong learning opportunities. (KM)

ED 273 292 IR 051 616

Annual Report of the Librarian of Congress, 1985. For the Fiscal Year Ending September 30, 1985.
Library of Congress, Washington, D.C.
PUB DATE- 86
NOTE- 232p.; For the 1984 annual report, see ED 260 712; for a summary report for 1985, see IR 051 620.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cataloging; Copyrights; *Federal Programs; Information Science; Law Libraries; Library Administration; *Library Services; Library Statistics; *National Libraries; *Program Descriptions; *Research Libraries
IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) Administration--Office of the Librarian, and Management Services; (2) National Programs--American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library and Information Center Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service--member and committee relations, labor-management relations, research services, special research activities, and automated information services; (4) Processing Services--acquisitions and overseas operations, cataloging, bibliographic products and services, networking, and staff activities; (5) Research Services--acquisitions, management of collections, preservation, services to readers, public programs, publications, exhibits, staff activities, and basic workload; (6) Law Library--service to Congress, service to government and other noncongressional users, special projects and publications, and collection development and maintenance; (7) Copyright Office--workload and production, Copyright Office regulations, judicial developments, international copyright relations of the United States as of September 30, 1985, and copyright registrations. Also included are lists of committees; trust fund board officers, consultants and library committee members; information on gifts or bequests; and an organization chart. Statistics are presented in 10 of the 15 appendices. (KM)

ED 273 322 JC 860 474

The Improvement of Occupational Education in Maryland. A Progress Report: Fiscal Year 1986.

Maryland State Board for Community Colleges, Annapolis.

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Sep 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Cooperative Planning; Educational Quality; *Evaluation Methods; *Followup Studies; Institutional Cooperation; *Program Evaluation; Quality Control; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

This report examines the progress of Maryland's Joint Coordinating Committee for Occupational Education Programs in developing a systematic procedure for the evaluation of the quality of occupational programs in Maryland's community colleges. After presenting the 1976 resolution which established the joint committee of the Maryland State Board for Community Colleges (SBCC) and the Maryland State Board of Education, the fiscal year 1986 project summary is provided. The summary presents procedures and results for the following objectives: (1) to conduct statewide projects related to data on credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, continuing education data system, and program inventory; (2) to run the SBCC Program Data Monitoring System and review each of the career programs by June 15, 1986; and (3) to publish an in-depth evaluation of 53 community college programs by March 15, 1986, and a statewide evaluation of data processing programs. Tables are provided of the program areas designated for evaluation between 1978 and 1985; and the programs designated for qualitative evaluation in 1986 and the reasons they were selected. Guides for users of the Program Data Monitoring System and for using information to support instructional program evaluation are appended. (LAL)

ED 273 335 JC 860 492

Pathways to Progress: A Comprehensive Study of Vocational Education in California Community Colleges. Executive Summary.

CARVELL Education Management Planning, Inc., Carmel Valley, CA.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- Mar 86
NOTE- 33p.; For the complete report, see JC 860 493. Printed on colored paper.
CONTRACT- 3-5-151-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; Delivery Systems; *Educational Assessment; Educational Attitudes; Educational Legislation; *Educational Trends; Enrollment Trends; *Financial Support; Information Systems; Needs Assessment; Outcomes of Education; Program Evaluation; State Surveys; Student Characteristics; Technical Education; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *California

Using existing records, documents, and data files, a study was conducted to identify and describe the status of vocational education in California's community colleges in seven areas of investigation: vocational students, vocational programs, program delivery patterns, program planning, program funding, student outcomes, and major trends and issues. Study findings included the following: (1) 63.4% of vocational students were white, 45% were between the ages of 21 and 29, 48% attended only evening classes, 74% attended part-time, 67% were self-supporting, and 48% worked full time; (2) a major portion of vocational enrollments are concentrated in business, computer, and technical occupations; (3) occupational administrators anticipated changes in the mode of program delivery during the next 5 years to include more contractual education and more industry input, as well as changes in local program planning procedures and stronger linkage with the private sector; (4) community colleges have been affected by declining levels of funding; (5) student and employer follow-up efforts were limited; and (6) major factors affecting the current status of vocational education in the state included the dichotomy of perceptions about community colleges as institutions, problems of differentiating between vocational education and job training, the legislative context, lack of a clear philosophical framework for identifying the role of community colleges in the state's economic development program, a shift in the purposes of Vocational Education Act funds and a decline in buying power, and changing demographic patterns in the state and its community colleges. Based on study findings, recommendations were developed for the improvement of leadership, mission, and philosophy; program planning and coordination; student services and program impacts; vocational program funding; the state program approval process; and the state information system. (LAL)

Miller, Michael K.
A Conceptual and Analytic Framework for Doing Applied, Policy Relevant Rural Sociology.
PUB DATE- Aug 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Factor Analysis; *Models; Path Analysis; Policy Formation; Predictor Variables; *Program Evaluation; Research Design; Research Methodology; *Simulation; Social Science Research; Sociology
IDENTIFIERS- *Evaluation Research; Policy Analysis; Policy Research; *Rural Sociology; Structural Equation Models

This report for researchers in rural sociology develops a conceptual and analytic framework for evaluating policies or programs through interrelated models. Three models--structural analysis, control programming, and simulation--allow researchers to assess policy/program impact, determine why expected impacts did or did not occur, and modify policies and programs incrementally at different stages of implementation. The interrelated models incorporate target objectives of a policy/program, policy manipulable variables, nonmanipulable aggregate and structural variables,and a set of parameters relating the categories or variables. The report explores ways in which the structural equation model fits into policy/program research and discusses both instruments-targets and social welfare approaches to control programming in order to determine the values or settings of policy manipulable variables. The report presents advantages of policy simulation for specifying a system of relationships central to a given policy area and for estimating relevant parameters under varying sets of assumptions. The interrelationship of the three evaluation models is explored and the ongoing nature of policy decision processes is emphasized. Figures illustrate model structure and outline the policy evaluation process. (LFL)

ED 273 065 EC 190 260

Phipps, Patricia M.

Explaining Learning Disabilities: A Show and Tell for LD Learners, Their Peers, Families and Regular Educators.

PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Elementary Secondary Education; Federal Legislation; Filmstrips; *Learning Disabilities; Self Concept
IDENTIFIERS- Education For All Handicapped Children Act

The author defines learning disabilities (LD); notes controversies and confusion over the meaning of LD and associated terms (such as perceptual handicaps) from P.L. 94-142, the Education For All Handicapped Children Act; and suggests an approach to explain LD to students and parents in clear and nonthreatening language. A filmstrip, "Everybody Has A Song," is recommended as a way to help learning disabled children understand why they are in special classes. The filmstrip and accompanying audiocassette are also intended to help LD children believe they are valuable people with fulfilling futures. (CL)

Ledger, George W.; McDaris, Kevin K.

Metamemorial Knowledge, M-space, and Working Memory Performance in Fourth Graders.

PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 4; Intermediate Grades; *Memory; *Metacognition; *Predictor Variables
IDENTIFIERS- *Memory Span; *Metamemorial Knowledge

Three groups of fourth graders who differed on a metamemory pre-test were compared on five working memory tasks to explore the relationship between metamemorial knowledge, total processing space (M-space) and working memory span performance. Children in each group received three versions of each task on concurrent days. It was hypothesized that the group highest in metamemorial knowledge would score highest on the five working memory tasks. Results indicated that metamemory performance consistently predicted performance on the memory span measures. Three of the memory span measures showed a significant between-group effect on metamemory, while the remaining two evidenced strong trends in that direction.

Analysis of repeated measures revealed no significant trials effects, indicating that no improvement in performance occurred across repeated presentations of the tasks. Implications for a metacognitive explanation of working memory processes and educational implications are discussed. (Author/RH)

ED 273 094 FL 015 898

Moraes, Euzi Rodrigues
Linguistic Variance in Regional Planning.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 15-20, 1986). Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Planning; Foreign Countries; *Language Planning; Language Role; *Language Variation; Multilingualism; *Portuguese; *Regional Dialects; Standard Spoken Usage
IDENTIFIERS- *Brazil

By some standards, Brazil would be considered linguistically homogeneous because more than 85 percent of the population speaks Portuguese, but this view does not account for the multitude of dialects and Indian languages spoken there or for the German-speaking or other bilingual groups in the country. In addition, little information is available about the participation of those groups in the country's educational system. Regional planning in language education in Brazil can no longer ignore the country's linguistic and social history. Brazilian Portuguese is undergoing a de-creolization process bringing the variants closer to a standard usage, but in certain circumstances of migration and lowered educational standards, a re-creolization could occur. The educational program is currently not addressing students' real language needs. A plan is needed for the following purposes: (1) to identify regional and social language varieties and set up local targets, (2) to adapt materials and syllabuses that will facilitate development of social grammars for those targets, (3) to encourage self-expression in the local variety, and (4) to introduce the standard norm gradually by means of dialectal translation. This plan could be carried out experimentally in a vernacular-speaking community, in a way similar to a Norwegian experiment reported by Bull in 1982. This kind of planning, while seemingly outdated, is the appropriate direction for Brazil to take. (MSE)

ED 273 109 FL 015 924

Whybra, David
The Socio-Cultural Dimensions of Integrated Language Studies.
PUB DATE- 84
NOTE- 16p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p148-163. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); *Cultural Education; Educational Strategies; Elementary Secondary Education; *English Literature; *Language Teachers; *Media Selection; Second Language Instruction; Social Values; *Teacher Education

It is proposed that the training of teachers in the techniques of language instruction can work in two different directions: teachers trained in universities, who have the most confidence in their subject-area abilities, need training in methodology; teachers educated in teacher training institutions are methodologically well prepared, but they often need to work toward the enrichment of subject knowledge. The differentiation is found to be helpful in preparing language teachers for the sociocultural dimension of language teaching at the elementary and secondary level. Excerpts from English literature are used to illustrate how teachers can be trained to approach instructional material from the point of view of its sociocultural content or its potential for class activities. Suggestions are given for the selection of materials for studying cultural context or social issues. (MSE)

ED 273 153 FL 015 982

O'Malley, J. Michael

Learning Strategy Applications to Content Instruction in Second Language Development.

PUB DATE- 85
NOTE- 6p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Course Content; Elementary Education; *English (Second Language); *Learning Strategies; *Limited English Speaking; Second Language Learning; Teaching Methods

Research on the learner's role as an active participant in the teaching/learning process suggests that modified content instruction holds promise for influencing the development of second language skills. This research indicates that the effectiveness of learning depends on how the student thinks about the new task as well as on the way in which the student uses prior knowledge to construct meaning. Students have been taught active processing skills for first language reading and content tasks, and second language receptive and productive skills. What is now required is conceptualization and research to combine strategy instruction in first language content areas with strategy instruction in second language learning for minority language students. (MSE)

ED 273 221 HE 019 637

Gray, Susan; And Others
Validation, Edits, and Application Processing System Report: Phase I.
Applied Management Sciences, Inc., Silver Spring, Md.

SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 28 May 80
NOTE- 131p.; For an update of section 1 of this report, see HE 019 638.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Students; *Disclosure; *Eligibility; Error Patterns; *Evaluation Criteria; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records; Validity
IDENTIFIERS- *Basic Educational Opportunity Grants

Findings of phase 1 of a study of the 1979-1980 Basic Educational Opportunity Grants validation, edits, and application processing system are presented. The study was designed to: assess the impact of the validation effort and processing system edits on the correct award of Basic Grants; and assess the characteristics of students most likely to misreport information on their applications. Included is an in-depth examination of the edits and application processing system, including analysis of applicants' behavior in response to various types of comments and changes in applicant eligibility status. Also considered is the effectiveness of pre-established criteria (PEC) in identifying groups of students most likely to make post-selection corrections resulting in student eligibility index changes. A comparison is made of corrections behavior, eligibility status and rejection rates, and key demographic characteristics of applicants by application source. Three recommendations concerning edits and three recommendations concerning PEC are offered. Comments generated for applicants that are related to critical fields of the applications are appended, along with a list of the reject reasons and their corresponding comments. A list of PEC and a glossary are also included, along with information on study objectives, the study population, and the research methodology. (SW)

ED 273 308 JC 860 455

Brum, Joseph

A Comparison of the Attitudinal Differences in Awareness between Students Participating in College Governance and Students Who Do Not Participate in College Governance.

PUB DATE- 15 Dec 82
NOTE- 18p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Measures; College Governing Councils; Comparative Analysis; School Surveys; *Student Attitudes; *Student Participation; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Fayetteville Technical Institute NC

A study was conducted at Fayetteville Technical Institute (FTI) to determine if there were any attitudinal differences between a group of students who participate in college governance and a matching sample of students who do not participate. The attitudinal variables focused on personal awareness (i.e., self-understanding), poetic awareness (i.e., appreciation for the arts) and political awareness (i.e., concern about the world and the welfare of humanity). Students classified as participants (n=12) or nonparticipants (n=12) in the FTI governance structure were administered the Awareness Scale from the College and University Scales Pace. The results showed that there was no significant difference in awareness between student participants in college governance and student nonparticipants, indicating that the programming suggestions of student participants in governing committees can be considered in line with the opinions of the student body as a whole; and that faculty members, administrators, and student groups who wish to know what "student opinion" is on a given issue should work through organized bodies of student representatives. (LAL)

ED 273 349 PS 015 871

Feard, Sylvie; And Others

Modes de Vie, Modes de Garde et Developpement des Enfants de 4 a 13 Ans Dont les Deux Parents Travaillent. (Ways of Life, Ways of Looking after, and Development of 4-13 Year Olds Whose Parents Both Work).

Centre de Medecine Preventive, Nancy (France).

PUB DATE- Nov 84
NOTE- 172p.; Sponsored by the Ministere des Affaires sociales et de la Solidarite nationale.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Child Responsibility; *Employed Parents; *Family Characteristics; Family Day Care; Foreign Countries; *Mothers; One Parent Family; *Parent Child Relationship; *Parent Influence; Parent Responsibility; *Personality Traits; Social Studies
IDENTIFIERS- *France

This document describes a study that analyzed the influence of French family organization on the development of a child's personality when the mother has a professional job. Included with the study is the questionnaire used to collect information about the different ways used by the mother to characterize the stability or instability of family child care, the degree of parental absence at different times of the day, and the responsibilities given to the child. Based on these findings, the document gives a description of a continuum that (1) describes situations which go from dependence on the parents to complete disengagement of the parents' guardianship, and (2) organizes the parents' absences according to the adequacy of stimulation provided. A three-page description of the study in English is provided. (HOD)

ED 273 363 PS 015 988

Khaneja, Gurvinder Kaur; And Others
The Special Child: Symposium II C.
PUB DATE- 84
NOTE- 30p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Age Differences; Elementary Secondary Education; *Emotional Problems; Ethnicity; Females; Foreign Countries; Indians; Males; Mental Retardation; Personality; *Self Concept; Sex Differences; Special Education; *Visual Impairments
IDENTIFIERS- Chinese People; *Malaysia; Malaysians

Focusing on the exceptional child, this symposium contains a study which reports findings concerning the adjustment problems of the Malaysian visually handicapped student, by Chua Tee Tee, an abstract on adjustment and personality patterns in normal and problem children by Gurvinder Kaur Khaneja and Gopa Bharawaj, and an abstract of a study on contradictions within the self-concept of mentally retarded children, by Vasantha R. Patri. Findings concerning the visually handicapped Malaysian youth indicate that, as a group, they appear to have no serious emotional-social problems; more youth profess favorable than unfavorable behavioral traits. Because a sufficient number have some adjustment problems, remedial action appears warranted. With some exceptions, findings of the study comparing maladjusted and normal female adolescent students' adjustment and personality supported the hypotheses that adjustment and personality would emerge as two separate and distinct factors in both groups, adjustment and personality factors would show different correlation patterns in normal and problem children, and overall personality and adjustment scores of problem children would be different from those of normal children. The study of retarded children's self-concepts found significant differences in self-concepts of normal and retarded subjects; retarded youth tended to evaluate themselves more negatively than did normal youth and their self-concepts contained significantly more contradictions; the degree of contradiction was negatively related to intelligence level. (RH)

ED 273 377 PS 016 002

Magnusson, David

Conduct, Biological Factors and Adult Delinquency in a Longitudinal Perspective.

PUB DATE- 84
NOTE- 12p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Aggression; *Criminals; Foreign Countries; Longitudinal Studies; *Physical Activity Level; *Predictor Variables; *Young Adults

IDENTIFIERS- *Sweden

In the course of a longitudinal research program conducted in Sweden, data were being collected on biological and psychological aspects of individual functioning and on environmental factors for a fairly large representative sample (approximately 1,000) of Swedish males and females between 10 and 27 years of age. Based on data from the longitudinal study, this report focuses first on relationships between males' conduct, school age, adult criminality, and physiological factors. Findings indicated that aggressiveness at school age is highly predictive of later criminality, whereas the absence of aggressive tendencies at an early age is strongly related to the absence of criminal offences at adult age. When aggressiveness at age 13 was related to adrenaline excretion at the same age, a significant negative correlation was obtained. Significant and substantial differences between criminals and non-criminals were found in mean adrenaline excretion at school age. Subsequent analysis of early aggressiveness and motor activity as predictors of adult criminality found that motor activity was a stronger factor than aggressiveness per se. (RH)

ED 273 419 RC 015 902

A Statistical Profile of the American Indian, Eskimo, and Aleut Populations for the United States: 1980.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Sep 85
NOTE- 42p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Alaska Natives; American Indian Reservations; *American Indians; Census Figures; Charts; *Educational Attainment; Family Structure; Females; *Graphs; Income; Occupations; Place of Residence; Population Distribution; Population Growth; *Population Trends; Postsecondary Education; Poverty; Profiles; Secondary Education; *Statistical Data; Tribes; Unemployment
IDENTIFIERS- *Aleut (Tribe)

Twenty graphs and charts provide a 1980 statistical profile of American Indian, Eskimo, and Aleut populations for the United States. Data indicate the 1980 Indian, Eskimo, and Aleut population was 1,420,400, an increase of 592,132 since 1970; little population change by region occurred during the decade, with 49% still located in the West; states with largest American Indian populations are California, Oklahoma, Arizona, New Mexico, North Carolina, Washington, South Dakota, Michigan, Texas, and New York, respectively; and in 1980, 34,144 Eskimos and 8,090 Aleuts lived in Alaska, while 8,018 Eskimos and 6,115 Aleuts resided in other states. Other graphs show that 50% of the 1980 American Indian population had nonmetropolitan residences; median age of Indian females was 23.5 years as compared with 31.2 years for the total female population; 23% of Indian families were maintained by women compared with 14% for the total population; 56% of Indians over age 25 had graduated from high school in 1980, compared with 33% in 1970; Indian unemployment was 13%, compared with 6.5% nationally; median 1979 family income for Indians, Eskimos, and Aleuts was $19,917; and 27.5% of Indians, 28.8% of Eskimos, and 19.5% of Aleuts lived in poverty as compared with 12.4% of the total population. (NEC)

ED 273 124 FL 015 943

Henrichsen, Lynn E.

Charles C. Fries in Japan: A Case Study in Methodological Reform.

PUB DATE- 6 Mar 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational History; *English (Second Language); Foreign Countries; *Instructional Effectiveness; Second Language Instruction; *Teaching Methods
IDENTIFIERS- Fries (C C); *Japan

The success of Charles C. Fries' Oral Approach to teaching English as a second language (ESL) as promoted in Japan by the English Language Exploratory Committee in the late 1950s and early 1960s is examined according to Jack Richards' four major factors that affect the course of a teaching method: appeals to facts; appeals to authority; form of the method proposal; and sanctions from above or support networks. The propagation of this approach in Japan encountered a number of obstacles: lack of support networks, entrenched pedagogical traditions, teachers' lack of oral proficiency, the large size of the program that the reformers were trying to change, the Japanese entrance-examination system, and differing aims of instruction. It is concluded that to effect change in an ESL program it is not enough for a method to be better. Because ESL is only one element in a complex social, economic, political, and cultural system, other factors must improve as well. (MSE)

ED 273 139 FL 015 964

James, Gregory
Special Purpose English: Learning about the Language.
PUB DATE- 86
NOTE- 8p.; A revised version of this paper was presented at the Annual Meeting of the International Association of Teachers of English as a Second Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; Course Organization; Cultural Education; *English (Second Language); *English Literature; Foreign Countries; *Foreign Students; Higher Education; Majors (Students); Second Language Instruction; *Study Abroad; Undergraduate Study
IDENTIFIERS- University of Exeter (England)

A one-year University of Exeter program designed for foreign students of English is divided into two major components. The language component includes classes in reading and listening comprehension, essay writing, etymology, dialectology, semantics, and sociolinguistics. Four areas of language study that are typically challenging to foreign students and are provided for in the selection of texts are sociocultural convention and vocabulary, register, humor, and accent. The literature component has three principal emphases: sixteenth-century, nineteenth-century, and twentieth-century literature. The foreign students have lectures with university honors students but attend additional tutorials. The program is complemented by a series of talks on aspects of British life and culture by speakers from within and outside the university, and trips to places of historical interest are taken frequently. The examinations conform to university regulations and are generally traditional, but alternative means of assessment more appropriate for the foreign student group are used when feasible. Students not interested in the literature component can substitute other university courses, and equivalence examinations are given. The program is limited to 16-20 students a year, entry is competitive, and the syllabus is flexible. Teaching methods are a combination of traditional and contemporary approaches. (MSE)

Condon, Vaneta M.
Exam Analysis Procedure. Loma Linda University School of Nursing Learning Assistance Program.
PUB DATE- 23 Jun 86
NOTE- 37p.; Paper presented at the Annual Conference for College Learning Assistance Professionals (2nd, Long Beach, CA, June 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *College Students; Higher Education; *Intervention; *Knowledge Level; Language Skills; Nursing Education; Problem Solving; *Response Style (Tests); *Test Anxiety; *Test Wiseness
IDENTIFIERS- Exam Analysis Procedure; *Loma Linda University CA

An exam analysis procedure was developed at Loma Linda University School of Nursing to help students who do poorly on tests identify problem areas. Using the student's exam paper, the student and instructor discuss each incorrectly answered question, and record the problem on a check sheet. The procedure makes it possible to identify how many questions were missed due to lack of knowledge (or retention) of the subject matter as compared to the number of questions missed due to poor exam techniques. Weak understandings of specific concepts and content areas can also be identified. The instructor can then make recommendations that will help the student strengthen specific exam skills, study habits, concepts, or content areas. Included are objective exam analysis work sheets for four anonymous students, along with suggested interventions. A summary of exam techniques for multiple choice questions is also provided. A chart indicates factors that might contribute to the problem, type of assessment needed, and possible interventions for the following types of problems: lack of knowledge of subject matter, inadequate English language skills, exam panic, and eight types of poor exam skills, including failure to identify key words, failure to consider each option carefully, and changing answers. (SW)

ED 273 209 HE 019 625

McMillian, Martha; McKinney, Kathleen
Strategies for Effective Undergraduate Advising in Sociology.
Resource Materials for Teaching.
American Sociological Association, Washington, D.C.
PUB DATE- 85
NOTE- 131p.
AVAILABLE FROM- American Sociological Association, Teaching Resources Center, 1722 N Street, NW, Washington, DC ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Advising; *Career Counseling; *College Students; *Counselor Role; Curriculum Development; Faculty Advisers; Higher Education; Individual Counseling; *Majors (Students); Public Relations; *Sociology
IDENTIFIERS- Oklahoma State University

Suggestions for advising sociology students are presented. Attention is directed to types of advisers, possible roles related to advising, and strategies for more effective advising. Examples of specific techniques, as well as prototypes of paperwork, forms, and public relations materials are also included. The 30 suggestions cover: (1) academic, career, and personal counseling roles, including advising special populations; (2) public relations/recruitment roles, (3) curriculum-related roles, and (4) teaching, internship, and publishing roles. Suggestions include: use computers and support staff for paperwork and recordkeeping, monitor students' progress for outcomes and follow-up with written notices to students, encourage student self-advisement and responsibility in decision-making, and point out career options to students. Appended materials include: a record sheet of student conferences, sample letters from advisers to students about grades, a list of sociology department general education and honors requirements, a sample newsletter for a sociology department, sample letters of reference for students, sample course syllabi, a description of Oklahoma State University's internships in sociology program, and a sociology alumni survey. (SW)

ED 273 277 IR 051 593

Senese, Donald J.

School Libraries and the Learning Society.

Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 13 Feb 84
NOTE- 9p.; Paper presented at the Libraries and Learning Society Project (Dallas, TX, February 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Block Grants; *Educational Improvement; Educational Technology; *Elementary Secondary Education; Illiteracy; Learning Resources Centers; *Library Role; *School Libraries; Textbook Content; Textbook Evaluation
IDENTIFIERS- *Libraries and the Learning Society; National Commission on Excellence in Education; National Diffusion Network Programs; *Nation at Risk (A)

Libraries will play a key role in establishing a learning society and in halting the decline in education described in "A Nation at Risk: The Imperative for Educational Reform," the report of the National Commission on Excellence in Education. The block grant program has already aided the advancement of library and education programs, especially in the areas of media material and textbooks. Although research statistics provide only limited data to this effect, media programs do, in fact, contribute to excellence in education. Indeed, school libraries can contribute to improving the educational process in several ways. Drawing on the resources of the National Diffusion Network Program, librarians can help to ensure that students learn good study skills. Librarians should establish literacy programs when necessary, and use their expertise to evaluate school textbooks. Libraries should use computers and other technologically advanced resources both for routine housekeeping chores in the school library and to enhance their services to students and teachers. (KM)

ED 273 392 PS 016 052

Young, Mary E.; Prost, Andre
Child Health in China. World Bank Staff Working Papers, Number 767.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0676-1
PUB DATE- Dec 85
NOTE- 136p.
AVAILABLE FROM- Publication Sales Unit, Department T, The World Bank, 1818 H Street, N.W., Washington, DC 20433 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Diseases; Foreign Countries; *Health; *Health Services; Infants; Mothers; *Nutrition; Program Implementation; Tables (Data)
IDENTIFIERS- *Child Health; *China; Family Policy

Utilizing mainly Chinese publications, this paper reviews the existing data on childhood diseases in order to assess the health status and morbidity patterns of Chinese children. China's infant mortality rate is among the very lowest in the developing world. The number of post-neonatal deaths as a proportion of total infant deaths has decreased to a level comparable to that of a developed country. The epidemiologic pattern of vaccine preventable diseases indicates that immunization activities have had a significant impact on the occurrence of these diseases. The overall prevalence of infectious diseases is decreasing and, relatively, the frequency of congenital defects is increasing as a major cause of childhood mortality. However, fecal-borne diseases such as dysentery, hepatitis, and ascariasis are still the predominant causes of morbidity. A secular improvement in the nutritional status of Chinese children is noted, but mild to moderate malnutrition still persists. Discussion focuses on several issues: the impact of the one-child family policy, which is creating different demands on the maternal and child health care service network; technological shortcomings in immunization activities, which are affecting coverage; the lack of better technical training, which is influencing health reporting and surveillance systems; and the lack of corrective programs to further decrease malnutrition. (Author/RH)

ED 273 448 SE 046 904

Biotechnology: The U.S. Department of Agriculture's Biotechnology Research Efforts. Briefing Report. To the Chairman, Committee on Science and Technology, House of Representatives.

General Accounting Office, Washington, D.C.

PUB DATE- Oct 85

NOTE- 82p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free of charge; additional copies $2.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agricultural Colleges; Biological Sciences; *College Science; Experiment Stations; *Genetic Engineering; Higher Education; *Land Grant Universities; National Surveys; *Research and Development; Research Projects; Science Education; *Scientific Research; Technological Advancement; Technology; *Veterinary Medicine

IDENTIFIERS- *Biotechnology

Information pertaining to biotechnology research that was funded in whole or in part by the U.S. Department of Agriculture (USDA) is presented in this report. Findings obtained from state agricultural experimental stations and colleges of veterinary medicine are discussed in 11 appendices. These include: (1) information on USDA's biotechnology research efforts; (2) glossary of technology terms; (3) results of a survey sponsored both by the General Accounting Office (GAO) and the National Association of State University and Land Grant Colleges (NASULGC); (4) information on questionnaire development efforts by NASULGC and the USDA's Cooperative State Research Service; (5) listing of state agricultural experimental stations and colleges of veterinary medicine; (6) itemization of biotechnology research projects funded by USDA; (7) data on biotechnology research at state agricultural stations/colleges of veterinary medicine; (8) summaries of 87 projects expected to result in the release of new genetically engineered organisms into the environment; (9) breakdown by state of the 87 genetically oriented projects; (10) itemization of biotechnology research accomplishments since October 1982; and (11) listing of the institutions receiving competitive grants. (ML)

ED 273 066 EC 190 261

Weiss, Helen Ginandes; Weiss, Martin S.

The World Is a Learning Place: Helping Learning Disabled Adults Develop Survival Skills.

PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Coping; *Daily Living Skills; *Learning Disabilities; Social Adjustment; *Vocational Adjustment; Young Adults

The authors describe difficulties encountered by learning disabled (LD) students and summarize ways LD young adults have learned to cope with daily problems. The importance of understanding their problems, seeking out sensitive professionals, developing strategies to cope with classroom demands, and obtaining counseling are stressed. Strategies found successful in dealing with stress and tension, educational problems, social situations, and employment interviews are reviewed. A checklist is provided to help LD students analyze their skills and relate them to the demands of the job. (CL)

ED 273 182 HE 019 573

Defaulted Student Loans. Guarantee Agencies' Collection Practices and Procedures. United States General Accounting Office Briefing Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-HRD-86-114BR

PUB DATE- Jul 86

NOTE- 70p.; For a related document, see HE 019 574.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies, $2.00 each; 25% discount on orders for 100 or more copies mailed to a single address).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Agency Role; College Students; Court Litigation; Credit (Finance); *Financial Policy; Higher Education; *Legal Responsibility; *Loan Repayment; Program Administration; *Student Loan Programs

IDENTIFIERS- *Debt Collection; Guarantee Agencies; *Guaranteed Student Loan Program; Loan Default

A review was conducted of methods used by the U.S. Department of Education and by state or private nonprofit loan guarantee agencies to protect the federal government's interest when collecting defaulted student loans under the Guaranteed Student Loan Program. Questionnaires were sent to 58 guarantee agencies that administer the program to determine: functions performed by or on behalf of the guarantee agencies; use of standardized collection procedures; specific collection practices used; use of private collection agencies; litigation procedures used; extent to which administrative offsets, such as seizure of income tax refunds and wage garnishments are used; and guarantee agencies' opinions about their most successful collection techniques. It was found that 86% of the agencies use private collection contractors to assist in collection efforts, and 91% of the agencies contract out litigation to collect from defaulters. Included are the questionnaire and data on responses to each item. The questionnaire, which includes 126 questions, is divided into sections on organization, policies and procedures, bankruptcy, and studies/audits. A list of guarantee agencies by state is provided, along with definitions of 13 functions that may be performed by or on behalf of guarantee agencies. (SW)

ED 273 236 HE 019 652

Cloud, Sherrill

Management Development Program. A Review of the Program's Goals and Accomplishments, 1980-1984. Internal Report.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- Nov 84

NOTE- 158p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; *College Administration; *College Planning; Higher Education; Institutes (Training Programs); *Management Development; *Professional Training; Program Costs; Program Evaluation; Publicity; *Seminars

The goals and accomplishments of the Management Development Program, which was operated by the National Center for Higher Education Management System with funds from the National Institute of Education, are reported. Twenty-eight seminar/institute topics were developed from 1980 through 1983 to address planning-level issues of importance to top-level administrators in colleges and agencies/associations involved with higher education. Almost 60% of seminar participants held positions at the executive-administration level. A total of 1,685 administrators participated in 101 seminars and institutes from 1980 to 1984. Since fall 1980, 115 general audience seminars were held. Included are comments from participants about the value of seminar topics. Assessments of the locations (city and hotel) of meetings are also summarized. Examples of promotional materials used for the programs are provided, iwth information on responses to promotional materials and seminar inquiries. Information is provided on costs by promotional activity as well as program income and expenditures. Conclusions about the feasibility of the program being self-supporting include keeping overhead costs to a minimum and providing sufficient up-front capital for promotion, hotel deposits, and material preparation. (SW)

ED 273 249 IR 012 248

Costa, Crist H.
Using Microcomputers in Evaluation. Microcomputer Applications: Spreadsheets.
PUB DATE- 18 Oct 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Evaluation Network (Toronto, Canada, October 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Data Analysis; Data Collection; Documentation; *Evaluation; *Evaluators; Microcomputers; Technological Advancement
IDENTIFIERS- *Spreadsheets

Evaluators, by the nature of their work, must be concerned with data management activities ranging from the collection and recording of data to the analyses, summation, and presentation of those data. Though word processing has been cited as the most frequently used microcomputer package by educational evaluators, spreadsheets are among the most popular packages sold to business users. These spreadsheet packages can also offer significant benefits to evaluators. These packages offer better in-program documentation, the capacity to facilitate data entry and editing for processing by mainframe packages, and data summation capabilities in the form of graphics and simple descriptive statistics. Other uses include the development of data entry and analysis templates for use by other evaluators wishing to replicate a study's methodology. (Author)

ED 273 323 JC 860 475

Hecht, Alfred R.; And Others
Contemporary Technologies...2...An Updated Plan for NIACC's Future.
North Iowa Area Community Coll., Mason City.
PUB DATE- 20 May 86
NOTE- 84p.; Report presented to the Superintendent and the NIACC Board of Directors by the Contemporary Technology Task Force. For the 1985 plan, see ED 257 496.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Education; *College Planning; Community Colleges; Computer Oriented Programs; *Computers; *Curriculum Development; Educational Technology; Education Work Relationship; *Humanities Instruction; Manufacturing; *Technical Education; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *North Iowa Area Community College

Background information on and plans for the use of contemporary technologies at North Iowa Area Community College (NIACC) are provided in this report. Part I begins with a discussion of the integration of contemporary technology in business and industry; describes NIACC's contemporary technology strategic planning initiative; and gives an overview of NIACC's updated proposal and plan for contemporary technology. After analyzing the impact of robotics and computer technologies on the manufacturing industry and the implications for NIACC, part II describes the present status of and plans for NIACC's programs involving manufacturing technology. Part III reviews plans for expanding business technology, focusing on the college's ability to provide educational opportunities for students; office and microcomputer technologies; curricular applications; students to be served; and long- and short-range plans for the future. Part IV discusses the expansion of technology in the humanities, including an analysis of the current use of the computer laboratory in the Independent Study Lab and an overview of a three-phase plan for increasing technology. Part V begins with a discussion of the impact of technology on agriculture and its implications for NIACC, followed by an analysis of the present status of the agriculture curriculum and future plans. Part VI focuses on updating instructional support systems technology, analyzing technological influences on the field, their implications, the current status of media services, curricular applications, and plans and curricular applications for projection technology and graphics production. Finally, part VII provides a summary and part VIII presents 33 references. (LAL)

Olsen, Duane A.; And Others
Some Preliminary Findings of Structural Changes in Rural Communities Stemming from the "Farm Crisis." Department of Agricultural Economics Staff Paper.
Nebraska Univ., Lincoln. Coll. of Agriculture.
PUB DATE- 86
NOTE- 41p.; Research funds provided by the University Nebraska Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Trends; *Community Change; *Economic Change; Medical Services; Mental Health; Population Trends; Psychological Patterns; Research Needs; *Rural Areas; Rural Economics; Rural Population; Rural Urban Differences; *Social Change; Stress Variables
IDENTIFIERS- *Farm Crisis; *Impact Evaluation; Impact Studies; Nebraska; Structural Analysis (Sociology)

Analysis of secondary data from 1980-85 revealed economic, demographic, social, and psychological effects of the current "farm crisis" on rural communities in Nebraska. Agriculturally dependent counties were found to have a widening income disparity with state and metropolitan county averages, declining retail sales, slower increase in number of establishments supplying goods and services, loss of population from rural counties, higher proportion of elderly residents, declining student enrollment, a lag behind the state as a whole in increase in ratio of physicians, more physicians over 50 years of age, and more part-time health services personnel than in metropolitan counties. Rural counties showed dramatic rate increases in public welfare program participation while metro rates increased only slightly during the period. Admissions to community mental health centers showed a small but consistent increase in agriculturally dependent counties with approximately half of the admissions for alcohol or minor mental problems relating to stress. Researchers concluded that basic economic indicators pointed to economic deterioration of rural communities, but recommended use of primary data reflecting views and behavior of community members to determine social and psychological changes. Appended tables provide economic, demographic, social, and psychological data grouped by counties. (LFL)

ED 273 433 SE 046 615

van den Akker, Jan J.
The Teacher as a Learner in Curriculum Implementation.

PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Science; Science Education; *Science Teachers; Teacher Participation; *Teacher Response; *Teacher Role
IDENTIFIERS- *Netherlands; Science Education Research

Several factors have been identified that influence a teachers' use of curriculum materials. This paper focuses on the development of materials as a key factor in this process. Clarification is given on how a sophisticated design of curriculum materials can improve curricular implementation processes and outcomes. An overview of the implementation problems of a curriculum development project for primary science by the Dutch National Institute for Curriculum Development is presented and major problems, symptoms, and study strategies are discussed. The teacher's role as learner, specifically in the initiation phase, is then analyzed. Expectations for teachers are also outlined. A summary follows of a field experiment that was designed to compare and test the effects of use of originally developed curriculum materials with materials that incorporated teachers' needs and suggestions. Differences were found in the nature of the teachers' planning activities and in the students' time on task. The experimental group showed a greater orientation to subject matter content and the didactic process then to logistical aspects and tasks. It was suggested that curricular materials should stimulate teachers to analyze the what, when, how, and why of their own teaching role. (ML)

ED 273 080 EC 190 275

Dell, Carl W., Jr.
Treating the School Age Stutterer: A Guide for Clinicians.
Publication No. 14.
Speech Foundation of America, Memphis, Tenn.
REPORT NO.- ISBN-0-933388-11-X
PUB DATE- 86
NOTE- 98p.; For related documents, see EC 190 273-274.
AVAILABLE FROM- Speech Foundation of America, P.O. Box 11749, Memphis, TN 38111 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Parent Participation; *Speech Handicaps; *Speech Improvement; *Speech Therapy; *Stuttering; Teacher Role; *Therapists

This five-chapter book describes how clinicians (speech teachers, therapists, pathologists) can work effectively with young stutterers. The information contained in this booklet was obtained through an extensive program of study, testing, and research carried on for several years. The chapter on the "borderline stutterer" includes information on diagnosing and identifying the child who stutters, indirect therapy for the mildly stuttering child, and more direct therapeutic methods for the borderline stutterer. A description of the "mild stutterer" is given in the second chapter, and information is presented on treatment, reducing the severity of stuttering, and dealing with the emotional nature of the situation. The "confirmed stutterer" is discussed in the third chapter, and information is included on building fluency and independence, changing stuttering to a milder form, and various treatment methods. A chapter about working with parents considers ways to get parents involved and the parent-therapist relationship. The fifth chapter discusses working with teachers and covers such issues as the teacher's role in the remediation process. (CB)

ED 273 095 FL 015 910

Silver, Margaret B.
Open Enrollment: The Professional Management of Chaos.
PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Cultural Education; *English (Second Language); Language Tests; Limited English Speaking; Non English Speaking; *Open Enrollment; Orientation; *Program Administration; Program Design; *Refugees; Second Language Programs; Staff Role; Student Evaluation
IDENTIFIERS- International Institute MO

Open enrollment is an essential feature of the Education Department of the International Institute in St. Louis, a refugee sponsoring group offering a wide range of social, housing, and medical services; job counseling and placement; and English as a second language classes. The institute allows students to begin a language training program immediately when time may be a crucial factor in becoming self-sufficient. The necessary features of an open enrollment program are that it is accessible, has specific and achievable goals, provides needed community orientation, is sucess-oriented, and is organized. Funding agencies want accountability, and teachers want the support, time, and peace to work. The program gatekeeper, in this case the receptionist, is critical in facilitating a smooth and speedy enrollment. Pre-placement assessment should underline the student's abilities and show what the program can do for him or her. Recordkeeping must be meticulous and accurate and reflect the funding agency's needs. Teaching goals must be clear to staff and students and allow for variations in learning style. A planned system of progress testing is valuable for students, teachers, and administrators. Students will evaluate the program themselves, and demonstrate their conclusions by their presence or absence. Open enrollment need not necessarily breed chaos, but it does require careful and thorough management. (MSE)

ED 273 110 FL 015 925

Scott, Wendy; Millar, Ninian
Using Your Textbook Communicatively.
PUB DATE- 84
NOTE- 8p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p164-171. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advance Organizers; *Class Activities; Classroom Techniques; Communicative Competence (Languages); *Directed Reading Activity; Educational Strategies; Elementary Secondary Education; *Group Activities; Listening Comprehension; *Reading Comprehension; *Second Language Instruction; Textbooks

Teachers who do not use specifically communicatively-oriented textbooks can still derive much useful communicative language work from them. A key to success is engaging the student in the reading and comprehension of the text. Class exercises that can be used as pre-reading or pre-listening activities include: (1) giving students key words or allowing them to hear very brief excerpts and asking them to guess the story, individually or in groups; (2) letting students read or listen to different parts of the story, or see pictures of the story, and together work out the entire story; (3) ordering story pictures incorrectly and having students reorder them; and (4) having some students view story pictures and describe them to the others. Reading the text, which should be done silently, can be accompanied by the students' asking comprehension questions of each other or of the teacher. Communicative activities to follow reading include: having students write down their interpretations of the story and comparing them; having students act out the story; and having students relate some aspect of the story to their lives in a variety of exercises. (MSE)

ED 273 154 FL 015 983

Collier, Virginia P.
University Models for ESL and Bilingual Teacher Training.
PUB DATE- 85
NOTE- 11p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingual Teachers; *Curriculum Development; Elementary Secondary Education; *English (Second Language); Higher Education; Language Teachers; *Program Design; Second Language Learning; *Teacher Certification; *Teacher Education

University programs to train teachers of bilingual education (BE) and English as a second language (ESL) are expanding and maturing, but much remains to be explored and accomplished. Hundreds of thousands of BE and ESL teachers currently need training to accommodate program staffing needs. Over half the states have developed BE and/or ESL teacher certification requirements, but the requirements vary. A variety of teacher competency guidelines for curriculum design and teacher certification have been produced. Most do not require specialized courses but the need for them is increasingly evident, at the same time that there is pressure to shorten the process leading to certification. In most cases, separate programs are designed for BE and ESL teachers, but there is often substantial coursework overlap and an integrated approach is recommended. It is also necessary to bring elements of BE/ESL training into the mainstream teacher education curriculum. Assessment issues, which have not yet been addressed generally by the states, include program entrance requirements for English proficiency and measurement of proficiency in the two languages appropriate for classroom language use. Despite the relative inexperience of university faculty in BE/ESL teacher training, there are many professionals in higher education who are interested in institutionalizing BE/ESL training and strengthening the link between research and the classroom. (MSE)

ED 273 168 HE 019 505

MacCuish, Donald A.
A Quality Assurance Model for Higher Education: A Pilot Study.
PUB DATE- 12 Feb 86
NOTE- 17p.; Paper prepared for the Testing and Quality Assurance in Higher Education Conference (Miami, FL, February 12, 1986). For related document, see HE 019 506.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Classification; *College Faculty; Course Descriptions; *Course Objectives; *Educational Quality; Faculty Evaluation; Higher Education; Student Evaluation; *Teacher Made Tests; Test Construction; *Test Reliability

A model for assuring quality in the development of course objectives and classroom and exit examinations is presented. The model was based on a pilot study with 131 faculty at the University of Central Florida. It was found that 91% of teaching faculty create 100% of the tests they use to evaluate student performance. The faculty seemed to use course descriptions fairly regularly to develop course objectives. Faculty do not use a taxonomy in developing teacher-made test. However, few faculty obtain data on the reliability of their testing devices. According to the model, faculty members would have a good course description from which they would develop realistic and attainable course objectives. The course objectives would then be used to develop classroom and exit examinations, as well as course content. A taxonomy of testing, such as Bloom's, should then be used as a guide to constructing tests. Reliability data derived from test evaluation should be used to improve instruction and the measuring devise itself. Since tests determine whether the student has mastered educational objectives, use of this model would be a part of a quality assurance program. The model would also provide one objective and measurable input to the complex process of faculty evaluation. (SW)

Lambert, Steve, Ed.; Ropiequet, Suzanne, Ed.
CD ROM. The New Papyrus: The Current and Future State of the Art.
REPORT NO.- ISBN-0-914845-74-8
PUB DATE- 86
NOTE- 630p.
AVAILABLE FROM- Microsoft Press, 16011 NE 36th, Box 97017, Redmond, WA 98073-9717 ($34.95, cloth; $21.95, paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Databases; Electronic Publishing; Manufacturing; *Microcomputers; Online Systems; *Optical Data Disks; Production Techniques
IDENTIFIERS- *Product Development

This compendium of 44 articles written by leading authorities provides an in-depth and instructive overview of CD ROM (Compact Disk--Read Only Memory) for both the professional and the newcomer to the field. Three articles serve as an introduction to the book: (1) "As We May Think," Vannevar Bush; (2) "Finally It Works--Now It Must 'Play in Peoria,'" David C. Miller; and (3) "CD ROM and Videodisc: Lessons to Be Learned," Rockley L. Miller. The next section provides an overview of CD ROM technology via articles on the hardware, system software, and retrieval software. The third section focuses on production techniques, including data preparation, data indexing, image capture and processing, and compressing and digitizing images. Section 4 considers the elements of design as it relates to the human factor, authoring and development, and project management. CD ROM publishing is discussed in Section 5, and the applications described in Section 6 include market considerations, CD ROM in libraries, medical and legal applications, geographic applications, and archive and research applications. Additional resources listed in Section 7 include persons who contributed to the book either by writing an article or by answering questions and giving advice, and companies and individuals contacted during the compilation of the book. An index is provided. (DJR)

ED 273 293 IR 051 617

Texas State Library Annual Report, 1985.

Texas State Library, Austin.

PUB DATE- 85
NOTE- 1,242p.
LANGUAGE- English
EDRS Price - MF09/PC50 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Continuing Education; Disabilities; Disadvantaged; Institutionalized Persons; Library Acquisition; Library Administration; Library Networks; Library Planning; *Library Statistics; Limited English Speaking; Program Costs; *Program Descriptions; Program Evaluation; Public Libraries; Regional Libraries; Shared Library Resources; *State Programs; *Statistical Data
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

Fiscal year 1985 activities are summarized in the following reports: (1) Titles I and III Performance Report; (2) Library Services and Construction Act (LSCA) Executive Summary; (3) Title I Financial Report--Fiscal Year 1984 Carryover; (4) Title III Financial Report--Fiscal Year 1984 Carryover; (5) Title I Financial Report--Fiscal Year 1985; (6) Title III Financial Report; (7) Summary of Fiscal Year Report; and (8) Financial and Performance Report Certification. Performance reports, accompanied by LSCA Annual Program Reports and Establishment and Incentive Grant Project Evaluation Reports are also included for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to Disadvantaged; (4) Project 4: Service to Physically Handicapped; (5) Project 5: Service to Institutionalized; (6) Project 6: Administration; (7) Project 7: Major Urban Resource Libraries; (8) Project 9: Services to Limited English-Speaking; and for Title III, Project 3: Establishing, Expanding, and Operating Library Networks. Two appendices contain the Title II Public Library Construction Status Report and the Amended Annual Expenditure Report. (KM)

ED 273 336 JC 860 493

Pathways to Progress: A Comprehensive Study of Vocational Education in California Community Colleges.

CARVELL Education Management Planning, Inc., Carmel Valley, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- Mar 86
NOTE- 163p.; For the executive summary of this report, see JC 860 492. Some tables and appendixes contain small print.
CONTRACT- 3-5-151-03
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; Delivery Systems; *Educational Assessment; Educational Attitudes; Educational Legislation; *Educational Trends; Enrollment Trends; *Financial Support; Information Systems; Job Training; Needs Assessment; Outcomes of Education; Program Evaluation; State Surveys; Student Characteristics; Technical Education; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *California

Drawing from existing records, documents, and data files, this report provides a comprehensive assessment of the status of vocational education in California's community colleges. Part I offers an executive summary of the study, including major factors affecting the status of vocational education in community colleges, key findings, recommendations, and a brief statement about the guiding principles for delivering the mission of vocational education. Part II explains the background and purpose of the study and the procedures used. Part III traces the history and chronological development of vocational education at community colleges in California, including a discussion of legislation, national and world events, issues, perceptions, and trends affecting the nature and operation of two-year college vocational programs. Part IV contains a summary of major study findings in six areas of investigation: students in vocational education, vocational programs, program delivery patterns, program planning, program funding, and student outcomes. Finally, part V contains recommendations related to leadership, mission, and philosophy; program planning and coordination; student services and program impacts; vocational program funding; the state program approval process; and the state information system. Appendixes include a list of resource documents reviewed during the study, a socioeconomic profile of vocational education students, various types of enrollment data, and a summary of faculty characteristics related to Vocational Weekly Student Contact Hours. (LAL)

ED 273 350 PS 015 935

Roter, Armonit
Unconscious Abstraction Processes: Can Children Process as Well as Adults?
PUB DATE- May 85
NOTE- 18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-7, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Adults; *Age Differences; Children; *Cognitive Ability; Comparative Analysis; Learning Processes; *Verbal Development

Research was conducted to compare evidence of implicit processing in children and adults. Implicit processing was defined as inductive cognitive activities which enable people to abstract complex knowledge from the environment. The knowledge acquired is tacit; it guides subjects' behavior in various situations without the subjects necessarily being aware of the nature of this knowledge. The first part of the study involved 27 subjects ranging in age from 5 to 60 years, while the second part included 115 children from three age groups: 5-7, 9-11, and 12-14. In the first part of the experiment (the acquisition phase), subjects were asked to reproduce from memory sequences of simple geometric shapes whose order was determined by a complex rule system (grammar). In the second part (the testing phase) the subjects were asked to recognize these sequences from a set of instances that included three types of sequences: the familiar grammatical sequences that the subject had reproduced in part one, new grammatical sequences that were generated from the same grammar, and nongrammatical sequences that were generated by violating the grammar. Significant age differences were found in the first part of the experiment, but not in the second part. In both studies younger children performed as well as older children and adult subjects. All subjects had a harder time distinguishing between old and new sequences generated from the grammar as compared to sequences generated by violating the grammar. Therefore all the subjects exhibited some degree of abstraction of the underlying grammar. (HOD)

ED 273 364 PS 015 989

Fam, Amy; Luan, Tay-Koay Siew
Curriculum and Adolescent Development: A Singapore Perspective.
PUB DATE- 84
NOTE- 15p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cognitive Development; Educational Change; *Emotional Development; Foreign Countries; Physical Education; Secondary Education; *Secondary School Curriculum; *Social Development; *Socioeconomic Influences; Vocational Education
IDENTIFIERS- *Singapore

This paper presents a perspective from Singapore on the secondary school curriculum and adolescent development. Topics discussed include (1) curricular considerations related to socioeconomic factors in Singapore society, such as rapid industrializaton, problematic procreation and marriage trends, latchkey children, and youth gangs; (2) curriculum and the socio-emotional development of the adolescent, focusing on family life education, programs for moral education, and religious studies; (3) curriculum and the intellectual development of the adolescent, including material on the intellectual development of adolescents, Singapore's new education system for secondary schools which was introduced in 1982 with the primary aim of reducing attrition rates in the school system, as well as the program for vocational education; and (4) curriculum and the physical development of the adolescent, focusing on the need to counter the debilitating influences of an affluent lifestyle and a new physical education program incorporated into the overall curriculum. (RH)

ED 273 378 PS 016 003

Kashiwagi, Keiko
Issues on Self-Concept and Sex-Role Development in Japan.
PUB DATE- 84
NOTE- 14p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Rearing; Foreign Countries; *Individual Development; Literature Reviews; *Self Concept; Sex Bias; *Sex Differences; *Sex Role; *Socialization
IDENTIFIERS- *Japan

Discussed are aspects of sex-role development in Japanese adolescents and some related problems, such as self-concept and socialization processes. Various studies on Japanese adolescents have revealed substantial sex differences in self-esteem, which is significantly low in girls. In addition to differences in self-esteem, greater discrepancy between females' sex-role, self-concept, and perceived social sex-role norms are repeatedly documented in several studies using different measures. Most studies on child-rearing patterns indicate that parental attitudes and behavior toward their child differ according to the sex of the child; girls are frequently trained to conform with traditional sex role expectations. Sex-differentiated treatment involves parental aspiration for education, expectation toward child's future life, assignment of housework, and 'juku' schooling for sons and daughters. Additional studies indicate that parents' behavior is not necessarily consistent with their opinions on sex-role, and children's attitude toward parents' sex-differentiated behavior differs comsiderably between boys and girls. Among other findings, it is noted that educational institutions and social settings also play important roles in exacting adjustment to traditional sex-role stereotypes. Textbooks, curricula, and other aspects of elementary and secondary education have recently been criticized for sex bias, a phenomenon which is found also in higher education. (RH)

ED 273 420 RC 015 903

Arviso-One Feather, Vivian; Whiteman, Henrietta
American Indian and Alaska Native Career Development Youth Manual.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Extension Service (DOA), Washington, D.C.
PUB DATE- 23 Sep 85
NOTE- 94p.; For leader's guide, see RC 015 904.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Alaska Natives; *American Indian Education; American Indians; *Career Choice; *Career Planning; Community Programs; Cultural Influences; Decision Making; Employment Opportunities; *Goal Orientation; Individual Characteristics; *Individual Development; *Interest Inventories; Interests; Learning Activities; Occupational Clusters; Profiles; Rating Scales; Secondary Education; Secondary School Curriculum; Self Evaluation (Individuals); Student Educational Objectives; Workbooks

Written for American Indian youth, this course is intended to help students develop career plans by identifying their interests and strengths and setting goals. There are five study units under the two major headings of "You and Your Choices" and "Your Choices and Careers." Each unit contains a statement of purpose, a brief reading selection for background information, and a set of learning activities with worksheets. The first unit helps students become more aware of themselves, their interests, and their importance to the Indian community. Worksheets are provided for identifying personal favorites and interests, and students develop a self-profile by completing a 140-item rating scale. Units 2 and 3 emphasize decision-making and goal setting. Activities include writing about Indians who are known for outstanding achievements in spite of obstacles. In Unit 4 students select junior and senior high school courses based on their interests and career goals. Activities show the relationship between school subjects and job clusters. In the final unit students identify career opportunities in Indian communities. Activities include interviewing a community speaker and consulting the job advertisement section of tribal and national Indian newspapers. (JHZ)

ED 273 067 EC 190 262

Odegard-Johnson, Pauline
What's It Like? An Activity Manual to Develop a Greater Awareness and Acceptance of Individuals with Disabilities. Bulletin 525A.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- Aug 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; Deafness; *Disabilities; Elementary Education; Group Discussion; Learning Activities; Learning Disabilities; Mental Retardation; *Peer Acceptance; Physical Disabilities; Simulation; *Student Attitudes

The manual is intended to help elementargy grade students to develop greater awareness and acceptance of individuals with disabilities. Activities are divided into specific disabilities (arranged from least to most difficult to understand): (1) blindness, (2) deafness, (3) physical disabilities, (4) mental retardation, and (5) learning disabilities. Most of the disability categories includes descriptions of simulation activities and suggestions for speakers, discussion topics, games, written activities, and skill development. A section on resources and background information presents a series of 2-page "handi helps" providing basic information on such topics as appropriate terminology, cerebral palsy, wheelchairs, epilepsy, and recreation and sports for persons with disabilities. A glossary is included. (CL)

ED 273 125 FL 015 944

Kitao, Kenji
Intercultural Communication Bibliography.
PUB DATE- Aug 86
NOTE- 102p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; Bilingual Education; *Communication Research; *Cross Cultural Studies; *Cross Cultural Training; *Cultural Education; English (Second Language); Information Sources; *Intercultural Communication; International Cooperation; Interpersonal Communication; Linguistic Theory; Mass Media; Multicultural Education; Nonverbal Communication; Second Language Instruction

A bibliography of books, articles, texts, teaching guides, research reports, and other materials on intercultural communication contains mostly primary source materials of interest to Japanese teachers of English, and is in two parts. The items in the first part are divided into fourteen categories: general, theory, nonverbal communication, area studies, cross cultural studies, interpersonal communication, multicultural education, cross cultural training, intercultural research, international communication, bilingual education, culture in language teaching, teaching culture, and teaching English as a second language. The second part includes two additional categories, mass communication and other communications. (MSE)

Gray, Susan; And Others
Update: Validation, Edits, and Application Processing. Phase II and Error-Prone Model Report.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- 29 Aug 80
NOTE- 58p.; For related document, see HE 019 637.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; College Students; *Disclosure; *Eligibility; Error Patterns; Evaluation Criteria; *Financial Aid Applicants; Financial Needs; Grants; Higher Education; *Program Evaluation; Student Characteristics; *Student Financial Aid; Student Records; Validity
IDENTIFIERS- *Basic Educational Opportunity Grants

An update to the Validation, Edits, and Application Processing and Error-Prone Model Report (Section 1, July 3, 1980) is presented. The objective is to present the most current data obtained from the June 1980 Basic Educational Opportunity Grant applicant and recipient files and to determine whether the findings reported in Section 1 of the July report would have been changed if based on the latest data. It was found that the June data and the findings from the latest file runs are very similar, with the exception of the number of applicants. The corrections behavior of applicants changed little when April and June data are compared. About one-fourth of all applicants who were ever determined to be eligible corrected a key application field. The majority of corrections were solicited by a processing system edit. Nearly half of the solicited corrections were inconsequential and had no impact on the applicant's Student Eligibility Index. Corrections behavior is indicated by the critical field corrected from the application. In comparing April and June applicant and recipient data, little difference was found in the behavior and current status of applicants rejected by the processing. The application characteristics of applicants most likely to be rejected remained almost the same as those reported in previous reports. (SW)

ED 273 278 IR 051 601

Nichols, Margaret Irby
Current Texas Reference Sources. A Sesquicentennial Guide.
Texas State Library, Austin.
PUB DATE- 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Culture; Geography; Local History; Natural Sciences; *Reference Materials; *State History
IDENTIFIERS- Texas; *Texas Sesquicentennial

Compiled in conjunction with the Texas Sesquicentennial celebration, this bibliography is designed to aid librarians in selecting reference materials related to Texas history, culture, and geography. The needs of small and medium-sized libraries have received special attention, but the bibliography would also be useful to large libraries and those in academic settings. Annotations are provided for the 88 titles listed, and 33 more are mentioned in annotations or notes. The bibliography is divided into the 10 major subject areas: (1) General; (2) Bibliographies and Checklists; (3) Indexes; (4) Biography; (5) Language; (6) Geography; (7) Travel; (8) Folk Music; (9) History and Archeology; and (10) Natural Science. Items are arranged alphabetically by title within each category. A directory of publishers and a author/title index conclude the document. (KM)

ED 273 309 JC 860 460

Troyer, Diane K.

The Business and Industry Center: A One-Stop Storefront Approach.

PUB DATE- Oct 85
NOTE- 6p.; Paper presented at the Fall Conference of the National Council for Occupational Education (Denver, CO, October 3-5, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; Community Colleges; *Community Development; *Continuing Education; Continuing Education Centers; Economic Development; Inservice Education; *Job Training; *School Business Relationship; School Community Relationship; Small Businesses; Two Year Colleges
IDENTIFIERS- *El Paso Community College TX

In order to maximize its resources to fulfill its action-oriented mission and strong commitment to community and economic development, El Paso Community College (EPCC) developed a Business and Industry Center as a rapid response system for meeting the needs of the business and industry community. The Business and Industry Center offers a comprehensive range of services, including short- and long-term, credit and non-credit, and on- and off-campus courses; information services; and walk-in technical assistance. These services are provided through four functional components: (1) continuing education for business and industry, which includes business, management, industrial, real estate, computer skills, secretarial science, and word processing; (2) the Worker Training Institute, which offers college credit courses at business and industry sites; (3) Project 90, the Chamber of Commerce training clearinghouse; and (4) the Small Business Resource Center, a walk-in technical assistance center, catering especially to very small businesses, minority businesses, and women in business. These four components link with each other and the other departments of the college to effectively focus available resources to meet community goals. (EJV)

Support for Development of Electronics and Materials Technologies by the Governments of the United States, Japan, West Germany, France, and the United Kingdom.

General Accounting Office, Washington, D.C.
PUB DATE- 9 Sep 85
NOTE- 103p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $3.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Ceramics; *Electronics; *Federal Aid; Financial Support; Foreign Countries; *Government Role; Higher Education; Industry; *International Relations; International Trade; Metallurgy; Policy; *Research and Development; Research Methodology; Research Utilization; School Business Relationship; *Technological Advancement

The governments of the United States, Japan, West Germany, France, and the United Kingdom each have large research and development efforts involving government agencies, universities and industry. This document provides a comparative overview of policies and programs which contribute to the development of technologies in the general area of electronics and materials. The report provides: (1) an overview of investments in science and technology in each country; (2) descriptions of how each country is organized for research and development in science and technology; (3) an overview of each government's developmental programs in electronics and materials technologies; (4) a description of government policies involving private sector research and technology; and (5) profiles of United States federal government funding in nine research areas that have been targeted by the Japanese government as high-risk, requiring large investments of time and money. Included is a section which describes the methodologies used to collect the data for this report. (TW)

ED 273 140 FL 015 965

The Ann Arbor Decision. Memorandum Opinion and Order and the Educational Plan.

Center for Applied Linguistics, Arlington, Va.

PUB DATE- 80
NOTE- 25p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Black Dialects; Black Students; Court Litigation; Educationally Disadvantaged; Educational Opportunities; Elementary Education; *Equal Education; Federal Courts; *Language of Instruction; Legal Responsibility; Literacy Education; Minority Groups; Public Schools; *School Responsibility; *Standard Spoken Usage; *Student Rights
IDENTIFIERS- *Martin Luther King Elementary v Ann Arbor

The memorandum opinion and order submitted to the United States District Court judge in the Ann Arbor, Michigan case of Martin Luther King Junior Elementary School Children vs. the Ann Arbor School District Board concerning the educational rights of students speaking black English outlines the history of the litigation, describes the parties to the litigation, defines the issues, reports on the current state of knowledge concerning black English and its impact on the teaching of standard English, and analyses the application of the current state of knowledge to the children and school in the case, and the application of the law to the facts. The educational plan summarizes the school board's plan for identifying and teaching standard English to speakers of black English, as submitted to the court in response to the judge's 1979 order, and outlines background information, current related programs and planning activities, and the plan's rationale and assumptions based on the plaintiff's testimony. The judge's intent and assumptions as derived from his opinion are summarized, the plan's goals are listed, and a description of the proposed program, and specific implementation and evaluation information, are provided. (MSE)

ED 273 197 HE 019 611

Adelman, Clifford, Ed.
Assessment in American Higher Education. Issues and Contexts.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-86-301
PUB DATE- 86
NOTE- 90p.; Commissioned documents prepared for the National Conference on Assessment in Higher Education (Columbia, SC, October 1985) sponsored by the U.S. Office of Educational Research and Improvement.
AVAILABLE FROM- U.S. Department of Education, Office of Educational Research and Improvement, Special Services Division, Publications Branch, 80 F Street, N.W., Washington, DC 20208.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Business Administration Education; *College Students; Cost Estimates; *Educational Assessment; Educational Policy; Educational Quality; *Educational Testing; Engineering Education; *Higher Education; Institutional Characteristics; *Outcomes of Education; Preservice Teacher Education; Professional Education; Program Evaluation; *Student Evaluation; Test Selection

Emerging and traditional forms of assessment in U.S. higher education are considered in this collection of five conference papers from the 1985 National Conference on Assessment in Higher Education. Included are a foreword by Education Secretary William J. Bennett and concluding remarks by Clifford Adelman. Paper titles and authors are as follows: "The Growing Interest in Measuring the Educational Achievement of College Students" (Terry W. Hartle); "Assessing Outcomes in Higher Education" (John Harris); "The Costs of Assessment" (Peter T. Ewell, Dennis P. Jones); "Assessment in Higher Education: To Serve the Learner" (Georgine Loacker, Lucy Cromwell, Kathleen O'Brien); and "Assessment in Career-Oriented Education" (Sandra E. Elman, Ernest A. Lynton). The papers include descriptions of different testing programs and the sponsoring organization's address and phone number. Assessment programs and cost estimates for four types of colleges are also covered: a small, private liberal arts college; a major public research university; a regional, comprehensive, public university; and a mid-sized community college. The conclusion briefly considers the role of judgment in culture and language as a theoretical ground for thinking about assessment. Key issues implicit in the papers are also identified, and a 48-item bibliography of technical and theoretical references is provided. (SW)

ED 273 210 HE 019 626

Rawlings, Brenda W., Ed.; And Others
College & Career Programs for Deaf Students. 1986 Edition.
Gallaudet Coll., Washington, D.C.; Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- 86
NOTE- 131p.
AVAILABLE FROM- Gallaudet College, Center for Assessment and Demographic Studies, Washington, DC 20002 ($5.00, quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Admission Criteria; *Ancillary School Services; Career Choice; College Choice; College Programs; *College Students; Decision Making; Degrees (Academic); *Hearing Impairments; Higher Education; Institutional Characteristics; Majors (Students); National Surveys; Postsecondary Education; School Surveys; Student Costs
IDENTIFIERS- *Canada; *United States

A guide to most of the U.S. and Canadian colleges that have special programs for deaf students is presented. In addition to helping students to select a postsecondary program, attention is directed to special services available and the career areas pursued by deaf students now enrolled. Information is provided for more than 130 colleges and universities, community colleges, and technical institutes. In addition to programs responsible for serving students from all 50 states and the U.S. territories, other programs are organized to serve students from several states or from within a school district. Programs are listed by five geographic regions. The following information is shown for all programs: program emphasis, name and address of the person to contact for more information, the date the program was established, the accreditations the program has earned, and the special services offered. The availability of 13 types of student services is covered in the institutional description and in a chart comparing all institutions. Additional institutional information includes: full-time enrollments, deaf students' residence status, student costs, type of institution, degrees awarded, admission requirements, preparatory activities, and majors of deaf students during 1985-1986. (SW)

ED 273 237 HE 019 653

A Working Conference on Issues in State Funding on Public Higher Education (San Francisco, California, March 30, 1984).

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- 30 Mar 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Costs; *Financial Policy; *Higher Education; *Models; *Resource Allocation; State Agencies; *State Aid; State Boards of Education; Statistical Data; Tuition

A summary of a working conference on state funding of public higher education is presented, with attention to costing in higher education, financial planning models for state agencies, dimensions and determinants of tuition policy, measuring the effectiveness of state agencies for higher education, and a review of state-level comparative data in higher education. Most of the conference members were executive officers from state higher education agencies, many of whom belonged to the State Higher Education Executive Officers Association or the National Center for Higher Education Management Systems. Discussion on costing at the state level addressed the utility of cost data in resource allocation decisions, the usefulness and meaning of "standard costs," and the relationship between cost and value and between cost and quality. The possibility of modeling capital renovation and the feasibility of developing a source/use or source/recipient matrix for funds flowing to higher education at the state level were also discussed. Considerable agreement was reached about the most important criteria for evaluating state-level comparative analysis, including data comprehensiveness, timeliness, and relevance. A list of conference participants and their affiliations is included. (SW)

Castro, Angela S.; And Others
An Australian Casebook of Study Centres in Distance Education. Deakin Open Education Monographs No.1.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0213-6
PUB DATE- 85
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Computer Managed Instruction; *Cost Effectiveness; *Distance Education; Foreign Countries; Higher Education; Networks; Off Campus Facilities; Shared Facilities; *Study Centers; *Telecommunications; *Universities
IDENTIFIERS- Australia; Kangaroo Network (Australia); Karmel Report; *Support Services

A discussion of contemporary issues in Australian study centers for distance education students introduces six case studies which show how some institutions in Australia have endeavored to set up study centers or "borrow" existing local facilities to provide a measure of support for their students. Attempts to set up a telecommunications network at some centers for staff and student interaction are also described, as well as approaches which stress more direct interaction between teaching staff and students. There are two emerging patterns in the provision of study center facilities: (1) the willingness and effort of some institutions to pool resources or to share with others, and (2) the increasing difficulty of funding study centers. An abstract is provided for each of the studies, and a selected, annotated bibliography lists materials on study centers and their functions, and on applications of new technology in student support. (DJR)

ED 273 407 RC 015 884

Lassey, William R.; Lassey, Marie L.
Geriatric Assessment Units and Rural Health System Viability.
PUB DATE- 28 Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
AVAILABLE FROM- William Lassey, Department of Sociology, Washington State University, Pullman, WA 99164-4006 (a more comprehensive version of this paper).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Geriatrics; Gerontology; Health Needs; *Health Programs; *Medical Services; *Older Adults; Program Descriptions; *Rural Areas; Rural Population; Rural Urban Differences
IDENTIFIERS- *Geriatric Assessment Units; Multidisciplinary Teams
The Geriatric Assessment Unit (GAU), which has proven successful in urban areas, may be a viable system for providing health care to the elderly in rural areas. GAUs engage in assessment, follow-up response to findings, education, and research. The assessment component includes, at minimum, physical health, functional ability in activities of daily living, mental health, social circumstances, and financial situation. GAUs ideally include input from a multi-discipline staff, as well as from the older person and from family and/or friends. Evidence from numerous studies shows that rural older people are generally poorer and less physically healthy than their urban counterparts, and their health services are less accessible and less technologically advanced. These facts suggest that geriatric assessment may be particularly important in rural areas. To be successful outside of urban centers, the GAU must take into account the unique attributes and problems of health care systems in rural regions. It will be difficult but essential to recruit a professional staff with special preparation in geriatrics and gerontology. The rural hospital may be the best location for the rural GAU, and the GAU may help to strengthen small hospitals and the rural health system as a whole. (JHZ)

ED 273 434 SE 046 626

Churchman, David; And Others

Animals, Culture and Zoo Education. Report of the International Association of Zoo Educators Multicultural Education Committee.

PUB DATE- Oct 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animals; *Cultural Influences; *Cultural Interrelationships; Environmental Education; Interdisciplinary Approach; Outdoor Education; Science Education; *Wildlife; Zoology; *Zoos
IDENTIFIERS- *Humane Education; *Informal Education; Pets

The varied roles animals had and currently have in different cultures are discussed in this report. Samples of roles drawn from a catalog of 1000 examples indicated that animals have been used throughout history as food, clothing, pets, heroes, mascots, trademarks, and symbols. Suggestions were stated for using this listing of animal roles in a game, or on zoo signs, or in zoo educational programs. Deficiencies and limitations of the list were cited and ideas for developing a system of meaningful patterns to show the relationships between humans and animals were offered. References were made to specific individuals who investigated the artistic, didactic, economic, geographic, historic, psychological, symbolic, and utilitarian dimensions of human's relationship to animals. The findings in the catalog indicated that animals have influenced and continue to influence culture in diverse ways. (ML)

ED 273 081 EC 190 276

Hemp, Richard; Braddock, David

ACMRDD Acccreditation: Analysis of Nationwide Survey Results, 1980-1984. Public Policy Monograph Series Number 20.

Illinois Univ., Chicago. Inst. for the Study of Developmental Disabilities.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- Dec 85

NOTE- 176p.; A part of the Evaluation and Public Policy Program. For a related document, see EC 190 277. Appended material contains small print.

GRANT- DHHS-90-DD-0047

AVAILABLE FROM- The University of Illinois at Chicago, Evaluation and Public Policy Program, Institute for the Study of Developmental Disabilities, 1640 W. Roosevelt Rd., Chicago, IL 60608 ($15.00, quantity discount available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Data Analysis; *Developmental Disabilities; Elementary Secondary Education; Institutional Characteristics; *Institutional Evaluation; *Mental Retardation; *National Surveys; Private Education; Public Education; Residential Programs; Standards

This analysis of survey activities of the Accreditation Council for Services for Mentally Retarded and Other Developmentally Disabled Persons (ACMRDD) is designed to provide program administrators and state agency officials with comprehensive descriptive information on 296 surveys conducted by the council from 1980 through 1984. Part I of this report summarizes the ACMRDD survey process, the method of the study, and the agency classification system used by the project. Part II presents study results in five sections: (1) analysis by type of agency (large or small, public or private, residential or nonresidential); (2) agency and client characteristics in the most recently surveyed agencies; (3) analysis of this data by type of agency; (4) the impact of previous surveys on the agencies' success with accreditation; and (5) identification of critical accreditation standards. The third part of the report presents a summary, suggests additional research, and offers recommendations to the ACMRDD and to agencies seeking accreditation. Among recommendations for the use of the survey are improving and consolidating formats for data collection and modifying the survey application form to facilitate completion by the applicant agency and to consistently solicit relevant data. It is also recommended that those agencies comtemplating the survey should conduct a simulation of the actual survey experience. Twenty tables and 13 charts supplement the text, and eight appendices, making up nearly half the document, include survey and data collection formats, statistical summary of agency and client characteristics, enumeration and ranking of critical standards, and enumeration of standards with which all agencies were assumed to be in compliance. (CB)

MacCuish, Donald A.
The Course Development Model in Higher Education: Improving Tests and Instruction.
PUB DATE- 86
NOTE- 20p.; For related document, see HE 019 505.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Classification; *College Faculty; Course Descriptions; *Course Objectives; *Educational Quality; Faculty Evaluation; Higher Education; Instructional Improvement; Student Evaluation; *Teacher Made Tests; Test Construction; *Test Reliability
IDENTIFIERS- Course Development

A quality assurance model for assuring quality in the development of course objectives and classroom and exit examinations is presented. Called the Course Development Model, it was an outgrowth of a 1985 pilot study conducted at the University of Central Florida. The study found that more than 100 faculty who completed a questionnaire did not properly design nor adequately evaluate the tests they developed for their classes. Objectives of the model are to improve accountability, develop better testing instruments, and improve the instructional process. The model requires that course descriptions contained in college catalogs describe course content in concrete terms that would enable an instructor to derive sound course objectives. The course objectives can then be used to develop the tests and measuring devices used to evaluate student performance and learning. The model requires that a test construction taxonomy, such as Bloom's, be used as a guide to develop these tests. The final step is the evaluation of tests and measuring instruments for reliability and validity. The model promotes accountability without requiring the faculty member to give up independence. Use of the model will not only improve evaluation of student performance, but will help the professor improve instruction. The model will also be helpful in faculty evaluation. (SW)

ED 273 183   HE 019 574

Guaranteed Student Loans. Better Criteria Needed for Financing Guarantee Agencies. United States General Accounting Office Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-HRD-86-57

PUB DATE- Jul 86

NOTE- 55p.; For a related document, see HE 019 573.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies, $2.00 each; 25% discount on orders for 100 or more copies mailed to a single address).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Role; Credit (Finance); *Federal Programs; Federal Regulation; *Financial Policy; Higher Education; *Money Management; *Program Administration; Public Policy; *Student Loan Programs

IDENTIFIERS- Department of Education; *Guarantee Agencies; *Guaranteed Student Loan Program

The financing of guarantee agencies under the U.S. Department of Education's Guaranteed Student Loan Program was reviewed to determine whether, in the aggregate, the agencies are accumulating, retaining, and using reserve funds in accordance with legislative requirements and federal regulations. It was found that reserves exceed the risks guarantee agencies are asked to assume, at the expense of the federal government and student borrowers.

Recommendations are offered to the Congress and the Secretary of Education concerning: (1) the establishment of limits on the guarantee agencies' buildup of cash reserves, (2) a reduction in agencies' sources of revenues to stay within these limits, and (3) the prevention of using nonfederal funds generated by the program for other than program purposes. Appendices include: a list of guarantee agencies, descriptions of the sources and uses of guarantee agency funds, cumulative sources and uses of guarantee agency funds, cumulative sources and uses of funds for each guarantee agency as of September 30, 1985, consolidated schedule of sources and uses of funds for all guarantee agencies for federal fiscal year 1985, comparison of federal advances outstanding with reserves for each guarantee agency as of April 1986, and advance comments from the Department of Education. (SW)

ED 273 393 PS 016 053

Pine, Shirley J.; Grimes, Karin B.

Classification Skills: Visual and Verbal Presentation Modes.

PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Meeting of the American Speech-Language-Hearing Association (Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Auditory Stimuli; Children; *Classification; Elementary School Students; Preschool Children; *Visual Stimuli

A classification task with two experimental conditions, a visual presentation mode and a verbal presentation mode, was presented to 20 adult subjects and to 108 children, ages 3 years, 9 months to 7 years, 2 months. Among children, verbal presentation elicited a significantly greater number of accurate functional classifications than did the visual presentation. Adults performed equally in the two modes. Children were more likely to respond with a categorical or classification label when presented with verbal word pairs than when shown two pictures of the same pair of items. The implications of this finding for developmental studies, assessment, and treatment are addressed. (Author/RH)

ED 273 096 FL 015 911

Corey, Kathleen
ESL Curriculum Development in the Overseas Refugee Training Program:
A Personal Account.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Competency Based Education; *Curriculum Development;
*English (Second Language); Federal Programs; Foreign Countries;
*Language Skills; Orientation Materials; *Refugees; Second Language
Instruction
IDENTIFIERS- *Overseas Refugee Training Program

The curriculum in English as a second language of the Overseas Refugee Training Program, a federally sponsored program designed to prepare Southeast Asian refugees for resettlement in the United States, uses a competency-based model and the format used in the Oregon State Minimal Competencies curriculum. The specialists who developed the refugee training curriculum chose cultural orientation topics that would also develop English language competencies. A standardized regional curriculum, to be used in a number of overseas camps, was developed to address those competencies at three intermediate levels; a separate beginning-level curriculum was developed later. As in the Oregon State curriculum, the active skills of speaking and writing were separated from the receptive skills of listening and reading. After acceptance of the regional curriculum standardization guide, the new curriculum was taken to the various sites for implementation. Since the creation of the curriculum, competencies have been added, deleted, and revised to reflect the changing situation of the refugees and their changing language and cultural needs on arrival. (MSE)

ED 273 111 FL 015 926

de Jong, W. N.
Primary English and a Communicative Approach.
PUB DATE- 84
NOTE- 12p.; In: Willems, Gerard, Ed., Communicative Foreign Language Teaching and the Training of Foreign Language Teachers, 1984. p172-183. See FL 015 917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Educational Strategies; Elementary Education; *English (Second Language); *FLES; Foreign Countries; Instructional Materials; Language Teachers; *Notional Functional Syllabi; Second Language Instruction; Teacher Education
IDENTIFIERS- *Netherlands

The decision in the Netherlands to teach English as a second language to all students in grades five and six, by the regular class teacher, has implications for the selection of instructional approaches and materials. A clear preference for communication goals in language instruction has been shown in the Netherlands, suggesting a notional/functional syllabus in the primary school. Earlier research has already resulted in a series of objectives for elementary school English language instruction. Materials should include enough redundancy of content to build areas of knowledge, and they must be selected or written to suit the children's stages of cognitive development. They should contain a large variety of text types and exercises to build linguistic competence and sharpen paralinguistic awareness, with the aim of building communication capabilities. Class activities should be diverse, brief, and physical, and they should require cooperation. Teacher training must be adapted to provide instruction in both English language and language teaching methodology, which may be very unfamiliar to regular class teachers. Secondary teacher training institutions may provide assistance here. Fortunately, elementary teachers are eager to upgrade their skills to teach the new curriculum, but interest in the communicative approach is taking a back seat to immediate needs for preparation. (MSE)

ED 273 126 FL 015 946

Morrison, Frances; Pawley, Catherine
Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education, Volume I. French Proficiency of Immersion Students at the Grade 12 Level.
Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1346-3
PUB DATE- 86
NOTE- 40p.; For volumes 2 and 3, see FL 015 947-948.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Followup Studies; Foreign Countries; *French; Grade 12; *Immersion Programs; *Language Proficiency; Language Tests; *Program Effectiveness; Secondary Education; Second Language Learning; Test Results; *Time Factors (Learning)
IDENTIFIERS- Ontario (Carleton); Ontario (Ottawa)

Two groups of grade 12 French immersion students in Ottawa and Carleton, Ontario, one having been in immersion French since at least grade 4 and one having started in grade 6 or 7, were administered three tests of French proficiency in a study of the groups' comparative language achievement. Scores sufficiently high to excuse the students from the required university French course were obtained by 93 percent of the early-entry group and by 90 percent of the late- entry group on one test; no significant differences between the groups were found on the other two tests. Mean scores for both groups were significantly higher than those for anglophone university students who had just completed an experimental psychology course in French. Scores on individual oral fluency and communicative competence tests were significantly higher for early-entry than for late-entry students. Both groups achieved relatively high overall proficiency. Comparison with earlier years' findings for the same cohort suggest that differences between early- and late-entry students' proficiency may decrease as they progress through high school and that proficiency scores from grade 8 may be effective predictors of grade 12 results. (MSE)

ED 273 155 FL 015 984

Cuevas, Gilbert J.
Mathematics Education in a Second Language: An Instructional and Teacher Education Model.
PUB DATE- 85
NOTE- 7p.; In: English Language Development. Proceedings of a Conference on Issues in English Language Development for Minority Language Education (Arlington, VA, July 24, 1985); see FL 015 974.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Strategies; English (Second Language); *Language of Instruction; *Limited English Speaking; *Mathematics Education; Mathematics Teachers; Program Design; Secondary Education; *Teacher Education
IDENTIFIERS- University of Miami FL

For students without a command of English, the use of English to teach mathematics skills and concepts is a barrier to learning. While research on the subject is not conclusive, it is an appropriate assumption that for a student to master the concepts, he must master the language of the concepts. Based on this premise, the Second Language Approach to Mathematics Skills (SLAMS) was designed to provide teachers with strategies for dealing with limited-English-proficient (LEP) students in the mathematics classroom. The model follows a diagnostic-prescriptive approach and has two strands, one focusing on teaching mathematics content and one emphasizing classroom development of related language skills. The activities developed for each strand are derived from specific instructional objectives of the curriculum. The teacher training model contains three components: incentive (intrinsic and extrinsic rewards), specific procedures, and content in culture, mathematics, and linguistics. A SLAMS program has been implemented at the University of Miami, and although research results are not yet available, it has been found that (1) some secondary teachers feel insecure addressing language concerns in the mathematics classroom, (2) teachers become more sensitive to the use of language in their teaching, and (3) teachers find language to be only one of a number of considerations in teaching LEP students, including student academic background, culture, and learning style. (MSE)

ED 273 264　　　　　　　　　　　IR 012 268

Forsyth, Alfred S., Jr.
Applications of Microcomputer Search-Type Adventure Games in Research on Spatial Orientation, Place Location, and Memory for Places.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Doctoral Dissertation, Utah State Univeristy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Graphics; *Computer Simulation; Grade 4; Grade 5; Instructional Effectiveness; Intermediate Grades; *Intermode Differences; *Recall (Psychology); *Sex Differences; *Spatial Ability; *Student Attitudes
IDENTIFIERS- *Computer Games

This study investigated place location learning from a simulated environmental exploration experience in terms of two variables: gender (both cognitive and affective effects) and presence and/or type of accompanying map. Subjects were 120 fourth and fifth grade students, who were randomly selected and assigned after stratification on gender. The students played a computer adventure game--Winnie the Pooh in the Hundred Acre Wood--for 40 minutes with either a labels-plus-drawings map, a labels-only map, a drawings-only map, or no map at all. Contrary to findings from previous studies of gender differences in spatial abilities, spatial skills, and attitudes toward computer activities (most of which reported results favoring boys), no significant differences regarding gender were found for either the cognitive or affective measures, and virtually all subjects enjoyed playing the game. As hypothesized, results showed that map groups scored significantly higher on a place location recall posttest than the no-map group, and that labels-plus drawings and labels-only groups outscored the other groups to a statistically significant degree. Follow-up tests 2 weeks after treatment showed high levels of retention of place location information. It is concluded that computer adventure game simulations of environmental exploration may represent an effective and enjoyable method for promoting place location learning for both sexes. (Author/DJR)

ED 273 279 IR 051 602

Eres, Beth Krevitt; And Others
A Decision Maker's Guide to Videotex and Teletext. (Preliminary Edition).
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-86/WS/7
PUB DATE- 86
NOTE- 99p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Cost Effectiveness; Decision Making; Foreign Countries; Home Programs; *Information Networks; Man Machine Systems; *National Programs; *Online Systems; Policy Formation; Standards; *Videotex
IDENTIFIERS- *General Information Programme; UNESCO; *UNISIST

Social, technological, and economic factors relevant to informed decision-making are presented to provide policymakers with an understanding of factors involved in national entry into videotex and/or teletext technologies. It is assumed that the policymaker has a basic knowledge of computers, but little or no knowledge of the videotex-related technologies is required to use this guide. Costs of implementation and use--as well as infrastructural requirements--are given wherever possible. The technologies are introduced, and principles of operation and terminology are presented, including elements involved in a public videotex service and the stages in the development of such services. Socioeconomic factors, including cost/benefits and policy options, are considered, and a comprehensive list of public videotex services worldwide is provided. Four appendices include: (1) home and business applications of videotex and teletext services; (2) videotex standards; (3) references; and (4) a glossary. (KM)

ED 273 294 IR 051 618

Lawson, V. Lonnie
The Common Denominator: History of Public Libraries in St. Francois County, Missouri.
PUB DATE- 78
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Coordination; *Community Involvement; *Community Support; Library Planning; Library Role; *Local History; *Public Libraries
IDENTIFIERS- *Missouri; *Missouri (Saint Francois County)

The diverse histories of the public libraries in the towns of Bonne Terre, Desloge, Farmington, Flat River, and Leadwood (Missouri) are presented. Each library is examined individually from its inception through its first few years of existence. Emphasis is placed not only on the tasks undertaken by the newly formed libraries but also on the successful struggle of each and the relationship between it and the people served. A brief history of the area precedes the history of the libraries. Newspapers, library records, and personal correspondence were sources for the study; newspapers provided the bulk of the information. The paper encompasses both external and internal forces which affected the libraries or the communities. The historical approach to each library is taken, rather than a comparison of the institutions included in the survey. (Author/KM)

ED 273 310 JC 860 462

Crow, Michael G.; Sanchez, Jorge R.

Demographic Study of the Coast Community College District.

Coast Community Coll. District, Costa Mesa, CA. District Research Office.

PUB DATE- May 86
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Demography; Employment Patterns; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; *Institutional Characteristics; Population Trends; Student Characteristics; Two Year Colleges; *Two Year College Students; Unemployment

Designed to facilitate strategic planning in the Coast Community College District (CCCD) over the next decade, this demographic study presents data on the characteristics of the Orange County population and CCCD student enrollments. After chapter I presents a general introduction to the study, its scope and objectives, chapter II provides an overview of study highlights. Chapter III looks at Orange County characteristics, including population projections and demographic data on ethnic composition, fertility rates, age and gender comparisons, marital status, and college enrollment. District and college characteristics are the focus of chapter IV, which includes data on enrollments in the CCCD as well as other Orange County community college districts, physical facilities, student characteristics, and college programs. In chapter V, data on student enrollment and average daily attendance are presented, focusing on district enrollment by gender, age, unit load, degree plans, and ethnicity. Chapter VI offers projections for district enrollments through the year 2000 based on county age population projections. Chapter VII examines the sources of CCCD students in terms of different Orange County communities and high schools. Finally, chapter VIII investigates the links between economic factors, unemployment in Orange County, and college enrollments. A six-page bibliography concludes the document. (EJV)

ED 273 324 JC 860 476

Fuller, Jack W.
Community College Curricula: Circa 1990. An Anthology.
PUB DATE- 86
NOTE- 119p.
AVAILABLE FROM- Carl Sandburg College Bookstore, 2232 S. Lake Storey Rd., Galesburg, IL 61401 ($9.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *College Curriculum; College Role; *Community Colleges; *Curriculum Development; Educational Technology; *Futures (of Society); Two Year Colleges

This anthology deals with the subject of community college curricula, suggesting what is and should be the direction of the community college curricula for the 1990's. Part 1 cites sources which attempt to provide a definition of the community college curriculum; looks at the functions, goals and missions of the community college, and the standards, degrees, and certificates in which these functions and goals are manifested; considers the current and future state of the curriculum in a social context; and describes a basic model of the procedural process for curriculum development in the two-year college. Part 2 focuses on the changing nature of the community college in relation to lifelong learning, the adult learner, community services and continuing education, and the small/rural community college. Finally, part 3 explores future directions for the curriculum, looking at the use of educational technologies in the development of comprehensive learning assistance centers; the involvement of community colleges in high technology training; the continuing value of individualized, self-paced instruction; and the effects of students and faculty on the curriculum. (EJV)

ED 273 337 JC 860 494

Labeling Courses and Students. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 5p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Curriculum; College Role; Community Colleges; *Course Content; *Evaluation Criteria; *Research Problems; *School Effectiveness; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- ERIC Digest

Student objectives do not always coincide with curricular labels that reflect statutory language or the public's agenda for community colleges. Studies show that nearly half of the students enrolled in so-called transfer curricula may have no intention of transferring, and that sizeable percentages of students enrolled in occupational courses go on to baccalaureate-granting institutions. The fact that these classes carry transfer credit or are classified as job training classes is a function of college accreditation, staffing, and financing, having little to do with the perceptions or intentions of the students who are enrolled. Consequently, college effectiveness may be misrepresented by research findings which seem to show low transfer and job placement rates. New measures of institutional functioning are needed to differentiate curriculum content, which could be more accurately represented by labels such as Liberal Arts (including Science, Social Science, Humanities, and Fine and Performing Arts) and Skills (including Basic, Recreational, and Occupational Skills) from student intent. Student intent can be measured separately, using categories such as to prepare for transfer; prepare for a new occupation; gain skills to retrain, remain current, or advance in a current occupation; or satisfy personal interests. Categorizing the curriculum according to content would promote understanding of the colleges' role in providing general education, basic skills training, recreational skills, and occupational education for their communities. (EJV)

ED 273 365 PS 015 990

Samah, Asiah bt. Abu
Curriculum and the Adolescent: A Malaysian Perspective.
PUB DATE- 84
NOTE- 11p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Adolescents; *Curriculum Development; *Educational Improvement; Foreign Countries; Individual Characteristics; *Individual Needs; Secondary Education; *Secondary School Curriculum; *Teacher Student Relationship
IDENTIFIERS- *Malaysia

A Malaysian perspective on the secondary school curriculum and the adolescent is offered in this paper. The discussion initially reviews characteristics of adolescents, focusing on their psychological needs, and particularly, friendship, love and affection, interests, discipline and responsibility, environmental pressures, dislocation of the line of authority in the family, value conflicts, an enriched environment, the success syndrome, pampering, and the knowledge explosion. Subsequent discussion explores the direction of the Malaysian secondary schools, pointing out aspects needing improvement and implications of recommended improvements for curriculum development. Several approaches by which the curriculum should strive to satisfy adolescent developmental needs are listed along with ways of establishing healthy teacher-pupil relationships, improving curriculum content, and increasing student accountability. (RH)

ED 273 379 PS 016 004

Masud, Jariah Hj; And Others
Preparation of Youth for Adulthood: Symposium VI A.
PUB DATE- 84
NOTE- 25p.; In "Preparation for Adulthood. Third Asian Workshop on Child and Adolescent Development"; see PS 015 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; *Consumer Economics; *Consumer Education; *Curriculum Development; Developing Nations; Educational Improvement; Foreign Countries; Secondary Education; Student Attitudes
IDENTIFIERS- *Malaysia

Concerned generally with the preparation of youth for adulthood, this symposium presentation provides a paper that discusses the need for consumer education for Malaysian youth, and also two abstracts: the first reports findings of a study of adolescents' buying practices in Malaysia, and the second is a survey of university students' attitudes toward preparing adolescents for the responsibilities of adulthood. The discussion of the need for consumer education by Evelyn Hong explores (1) problems of the education system and of youth; major issues of consumer education,

including problems of consumer culture and the young, problems of development needs, problems of basic needs, the environmental crisis in Malaysia; and (2) consumer education activities related to the subject areas of the school curriculum and extracurricular activities. Also discussed are annual exhibitions by the Consumers' Association of Penang (CAP), CAP workshops for student representatives from consumer clubs, research paper competitions and surveys. Concluding remarks provide a list of difficulties faced in implementing consumer education in developing countries. The first abstract describes work done by Jariah Hj Masud and Rohani Abdullah. Participating in their study of the spending patterns and buying and saving practices of Malaysian adolescents were 4,287 Form IV pupils from 32 schools in eight Malaysian states. The second abstract describes work by Hulman Sinaga. This study of Malaysian university students' attitudes regarding the preparation of adolescents for the responsibilities of adulthood concludes tentatively that Malaysian youth are not very well prepared for their future. Full papers of the abstracted studies are available through the editors of this conference. (RH)

ED 273 223 HE 019 639

Getting Students Ready for College. Why and How We Must Change What We Are Doing. A Report to the Southern Regional Education Board by Its Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N. W., Atlanta, GA 30318-5790 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Change Strategies; *College Preparation; *College School Cooperation; Educational Assessment; Educational Quality; Higher Education; *Minimum Competencies; *State Standards; Statewide Planning; *Student Evaluation

Steps that states, schools, and colleges should take to prepare students to meet higher college standards are identified, with a focus on two points: developing higher and clearer college entry standards and developing statewide assessments to identify high school students who need additional preparation. Eight suggestions are offered: (1) states should expect colleges and schools to develop statements of minimum skills and knowledge students need to begin degree-credit study at public colleges; (2) states should expect high schools to ensure that certain courses in their curriculum lead to the skills and knowledge needed to begin college; (3) the beginning college standards should be stated in terms that are understandable to high school students; (4) the standards should be communicated widely to parents and students; (5) states should require schools to assess the progress made by students in meeting the statewide standards; (6) the purpose of the assessments is to inform students of their progress in meeting the statewide standards for college entry and to diagnose how unprepared students can be helped; (7) states should ensure that these assessments reflect statewide standards and are applied in all schools and colleges; and (8) states should expect that college/school boards at state and local levels establish joint councils of their members and staffs. (SW)

ED 273 351 PS 015 936

Roter, Armonit
The Concept of Consciousness: Vygotsky's Contribution.
PUB DATE- 28 May 86
NOTE- 18p.; Paper presented at the Symposium on Perspectives on Vygotsky's "Thinking and Speech" (May 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Early Childhood Education; *Epistemology; *Learning Theories; Models; Perceptual Development; Research Methodology; *Schemata (Cognition); Verbal Development
IDENTIFIERS- *Consciousness; *Vygotsky (Lev S)

The concept of consciousness played a central role in Vygotsky's research and theory. Unfortunately, with the advent of behaviorism, consciousness fell into disfavor. One of the major obstacles in studying consciousness is that there is no single acceptable definition of the term. Various researchers have dealt with five different aspects of consciousness that are relevant to the study of cognitive functioning: awareness, automaticity, volition, primacy and verbalizability. Vygotsky's theory offers three important insights which can make the study of consciousness viable. He suggests (1) that the problem of consciousness should be examined from a functional perspective, (2) that such study use the generic method, and (3) that consciousness should be unified as a whole. The five dimensions of consciousness that have been studied separately can be integrated into a single unified hierarchical model of consciousness. This model places consciousness at the highest level; at the next level are two cognitive components whose interrelationship changes with development; and at the level below this are the various cognitive functions such as memory, attention, perception, and imagery or thinking. (HOD)

ED 273 394 PS 016 064

Calvert, Sandra L.; Scott, M. Catherine

Television Production Feature Effects on Children's Comprehension of Time.

SPONS. AGENCY- North Carolina Univ., Greensboro.

PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Auditory Stimuli; *Comprehension; Elementary Education; *Elementary School Students; Sex Differences; *Television Viewing; *Time; *Visual Stimuli

Children's temporal comprehension was assessed after viewing a television program containing flashbacks that shifted the events to much earlier times. Flashbacks were marked or not marked with sound effects, and time relations were represented with either dreamy dissolves or abrupt camera cuts. A total of 64 children, equally distributed by sex and by grades kindergarten and first versus fourth and fifth, participated in individual viewing sessions. After viewing, children sequenced picture sets to assess temporal integration of the plot line and answered questions to assess comprehension of the flashbacks. Results indicated that young children understood temporal concepts best after viewing camera dissolves, but older boys understood concepts of real time best after viewing camera cuts. The results suggest that formal features differentially activate mental skills, depending on children's age and the complexity of the comprehension task. (Author/RH)

ED 273 421 RC 015 904

Arviso-One Feather, Vivian; Whiteman, Henrietta
American Indian and Alaska Native Career Development Youth Manual: Leader's Guide.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Extension Service (DOA), Washington, D.C.
PUB DATE- 23 Sep 85
NOTE- 56p.; For the manual for students, see RC 015 903.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Alaska Natives; *American Indian Education; American Indians; Career Choice; *Career Planning; Community Programs; *Cultural Influences; Decision Making; *Educational Resources; Employment Opportunities; Goal Orientation; Individual Characteristics; Individual Development; *Interest Inventories; Interests; Learning Activities; Occupational Clusters; Secondary Education; Secondary School Curriculum; Self Evaluation (Individuals); *Student Educational Objectives

A companion to a manual for students, this leader's handbook provides specific suggestions for guiding students through a series of learning activities that are designed to help them develop career plans by identifying their interests and setting goals. There are five study units under the two major headings of "You and Your Choices" and "Your Choices and Careers." Each unit contains a statement of purpose, a brief description of the unit, the background information also found in the student manual, an estimate of the time needed for completing the learning activities for the unit, and suggestions for using each activity. References are included for related books, audio-visual materials, and vocational interest measures. The guide focuses on ways to help American Indian students understand themselves, their cultural heritage, and their importance to the Indian community. Emphasis is placed on the ultimate benefits to the Indian community of programs that develop the career potential of Indian youth. (JHZ)

ED 273 450 SE 046 906

DeCorte, Erik; Verschaffel, Lieven
Eye-Movement Data as Access to Solution Processes of Elementary Addition and Subtraction Problems.
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; Cognitive Processes; Educational Research; *Elementary School Mathematics; *Error Patterns; *Eye Movements; Foreign Countries; Grade 1; *Mathematics Instruction; Primary Education; *Problem Solving; Subtraction; Word Problems (Mathematics)
IDENTIFIERS- Belgium; *Mathematics Education Research

Most studies of children's solution processes on simple addition and subtraction word problems have used individual interviews or the analysis of error patterns on paper-and-pencil tests as the primary data-gathering techniques. The present paper reports an investigation in which the contribution of eye-movement data was explored for studying those aspects of the problem-solving process that are inaccessible with the methods mantioned above, especially the text-comprehension processes contributing to the construction of a problem representation, and the subject's decision-making processes in choosing a solution strategy. Eleven addition and subtraction word problems were administered individually to 9 high-ability and 11 low-ability first graders. For each problem, eye-movement data were collected while children read and solved the tasks; afterwards they were asked to explain verbally how they arrived at their answer. Besides the usual findings concerning problem difficulty, solution strategies, typical errors and solution times, an anlysis of the gaze durations and the sequences of fixations is presented. In addition to some interesting findings concerning solution processes, the study also showed that eye-movement registration can be used easily with young children, and is appropriate for collecting data on their cognitive processes. Five pages of references and seven data tables conclude the document. (Author/MNS)

ED 273 465 SE 046 925

Guthrie, Larry F.
Increasing Opportunities for Scientificy Literacy: A Self-Evaluation Packet. Opportunity Systems in Science and Technology Study Series, Volume III.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 85
NOTE- 12p.; For volumes I and II, see SE 046 923-924.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; High Schools; *Inservice Teacher Education; Models; *Program Evaluation; Program Improvement; Science Education; *Science Instruction; *Scientific Literacy; *Secondary School Science

Designed to assist teachers in the improvement of science instruction at the secondary level, this third of a three part series of guidebooks of the Opportunity Systems in Science and Technology Study Series provides information and exercises on evaluating science programs and teaching. Initially a review is presented of the components of scientific literacy and the findings of the Opportunity Systems in high school science study are summarized. The following sections consist of a form for organizing information on particular aspects of the science program and also a series of points to consider in relation to the questions posed. Topics addressed in the sections include: (1) science curriculum structure (offering suggestions for constructing a science course chain and program alternatives); (2) exercises of opportunity (highlighting enrollment aspects); and (3) emphasis on scientific literacy in instruction (examining the factors of time and focus already given to components of scientific literacy). (ML)

ED 273 483 SE 047 185

Duffie, William B.; Guida, Frank V.

The Mathematics Teacher Development with Peer Tutoring Program.

PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculators; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Mathematics Instruction; *Mathematics Teachers; *Retraining; *Secondary School Mathematics; *Tutoring
IDENTIFIERS- Mathematics Education Research

This project addresses the problem of inadequate mathematics high school teacher staffing and the shortage of mathematics specialists in the elementary school. Regular elementary school teachers interested in becoming certified as high school mathematics teachers, and who had taken at least three college-level mathematics courses, were invited to apply for intensive instruction in high school mathematics (algebra, trigonometry, and analytic geometry). Ten high school mathematics teachers served as tutors for the 40 selected elementary teachers. The three pre-calculus mathematics courses were built around the capability of a programmed calculator. Mathematics achievement tests and the Mathematics Anxiety Rating Scale were administered to participants in September and June, with one test also given in January. For the 29 teachers who completed all tests, almost all mathematics areas showed substantial improvement, and mathematics anxiety decreased significantly. (MNS)

ED 273 499 SE 047 211

Bumstead, Cynthia, Ed.; And Others
Pesticides: A Community Action Guide.
Concern, Inc., Washington, DC.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- May 85
NOTE- 28p.
AVAILABLE FROM- Concern, Inc., 1794 Columbia Road, NW, Washington, DC 20009 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Activism; Agricultural Production; *Citizen Participation; *Community Action; Environmental Education; *Environmental Standards; Hazardous Materials; *Land Use; Legislation; *Pesticides; Pollution; *Public Health
IDENTIFIERS- *Environmental Action

Developed to provide an introduction to the issues surrounding the use of chemical pesticides, this booklet encourages individuals and communities to become active in determining the safe use and regulation of pesticides. The major components of the guide include: (1) an explanation of the issue; (2) pesticides and their effect on human health; (3) pesticide use in agriculture; (4) pesticides and forests; (5) pesticides in cities and towns; (6) federal legislation; (7) state legislation; (8) examples of community action projects; (9) guidelines for community action; and (10) resource lists and a bibliography. This booklet is another in the series of community action guides developed by Concern, Inc., a nonprofit organization that provides environmental information to individuals and groups, and encourages them to act in their communities. (TW)

ED 273 514 SO 017 253

Oringer, Richard H.
Continental Jigsaw.
PUB DATE- May 85
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Elementary School Science; *Geography; Intermediate Grades; Junior High Schools; Middle Schools; *Plate Tectonics; *Science Activities; *Science Education; Science Projects
IDENTIFIERS- *Pangaea

The article outlines an activity for providing a hands-on opportunity for elementary and middle school science students to study the theory of the earth's crustal change over the past several hundred million years. The theory of continents drifting away from one super continent is presented with the supportive evidence that scientists have uncovered in this century. The evidence includes paleomagnetism and magnetic stripes on the ocean floor; rocks found to be closely correlated by age and location; ancient mountain chains, once connected and now separated; the direction of scratches made by continental glaciers on bedrock; and the close match between the shelf of one continent and that of another. The article describes the procedure and lists the necessary materials for the activity, which is designed to help verify the existence of drifting continents by having students rearrange the land masses into a continental jigsaw puzzle. (TRS)

ED 273 530 SO 017 428

Burns, Arnold I.

The United States Constitution: An Address of the Honorable Arnold I. Burns, Associate Attorney General (Buffalo, New York, May 2, 1986).

Department of Justice, Washington, D.C.

PUB DATE- 2 May 86
NOTE- 13p.; Paper presented at the Gibralter Forum (Buffalo, NY, May 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Role; Citizenship; *Citizenship Education; *Citizenship Responsibility; *Constitutional History; Educational Responsibility; Political Attitudes; Social Responsibility; *United States History
IDENTIFIERS- Freedom; *United States Constitution

The address discusses the meaning and structure of the United States Constitution and how it relates to the importance of citizenship. The Constitution's history is sketched in a brief discussion of its creation, founders, theoretical roots, and the concept of delegation of powers. The idea of limited governmental powers rests on an informed citizenry that is both aware and responsible; hence, if Constitutional freedoms are to survive, citizens must understand not only the rights but the responsibilities of citizenship. In closing, the address highlights a project intended to raise the level of public awareness of the rights and responsibilities of a constitutional government and to encourage United States youth to recognize the distinction between the two. A merging of these two concepts is needed to help forge a sturdy foundation for republican government. (TRS)

ED 273 545 SO 017 496

Wright, E. N.; Young, R. E.

Arts in Education. The Use of Drama and Narrative: A Study of Outcomes.

Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1211-4
PUB DATE- 86
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drama; *Educational Experiments; Educational Research; Foreign Countries; Grade 1; *Narration; Primary Education; *Story Reading; *Urban Education; *Vocabulary Development

Two interventions were studied in this project: a drama program presented by three visiting drama consultants in five classes and a daily story-reading period presented by the teacher in three classes and by the co-investigator in another three classes. The interventions lasted for 12 weeks. Subjects were 325 first grade pupils from 21 classrooms in 9 inner-city schools. The purpose of the study was to see whether these interventions had any academic consequences. The assessment procedures selected provided hard data that nevertheless reflected the "humanistic" thrust of the interventions. The report suggests that the daily use of stories or the use of drama, besides having intrinsic value, contributes to academic achievement. This increase was relatively modest and demonstrable when there was a direct link between the form of assessment and the existence of similar program elements. Moreover, it seems that there was a greater chance for demonstrable benefits in academic achievement with story-telling than drama and that the chances for demonstrable benefits are greater with more "inner-city" children. (BZ)

ED 273 560 SO 017 554

Chilcott, John H.
A Cultural Interpretation of a Social Studies Curriculum.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the Rocky Mountain Regional Conference on Social Studies Education (Phoenix, AZ, April 2-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; *Content Analysis; *Cultural Context; Curriculum Research; Elementary Education; Social Environment; Social Science Research; *Social Studies

Social studies documents were collected from teachers in the Tucson, Arizona area and examined using three theories of culture as a way to explore the interrelationships between social studies curriculum and United States society. Malinowski's functionalist position suggests that culture is composed of traits each of which provide a specific function in satisfying human needs. From a functionalist position not only is the social studies curriculum not a functioning whole but its elements are not integrated with a smoothly functioning United States society. Radcliffe-Brown's structural-functionalist position examines the structures produced by a society and their function for maintaining the structure of the larger system. Thus, the analysis of the curriculum looks at the organization of the curriculum and relationships between parts of the curriculum. This approach could prove profitable, but suffers from the inability to cope with changes in society. The structuralism of Levi-Strauss uses an analytical approach based on the assumption that observed phenomena are specific instances of underlying generalized principles of relationship or structure. Reviewing the curriculum in a structuralist approach shows conflicts between the components of society which permit or encourage diversity and those that encourage homogeneity. The myth of benefits of diversity stated in the curriculum may be only a means of compensating for reality. A list of data sources and a bibliography are included. (APG)

ED 273 574 SP 026 411

Schlechty, Phillip C.
Restructuring the Teaching Occupation--A Proposal.
American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 58p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Educational Change; Elementary Secondary Education; *Job Satisfaction; Preservice Teacher Education; Teacher Improvement; Teacher Motivation; Teacher Recruitment; Teacher Welfare; *Teaching (Occupation)
IDENTIFIERS- Excellence in Education

Many of the social reasons that prompted certain people to choose teaching careers in the past, when the only options available to them were bleak in comparison, are no longer valid. Talented people who enter teaching must now do so out of a positive attraction to teaching. Unfortunately, teaching has few positive attractions and those few it does have are relatively unimportant when contrasted with the attractions of other occupations. Public education cannot overcome the relatively deprived status the occupation imposes on present and prospective members until and unless comprehensive and fundamental changes occur in the way teachers are educated, evaluated, trained, motivated, and rewarded. Such changes cannot occur in one sector of the educational establishment (e.g., teacher education) without corresponding changes in the other sectors of the educational establishment (e.g., teacher certification, teacher compensation, and systems for evaluating and rewarding teachers). This paper describes some of these conditions and suggests ways in which these might be changed. (JD)

ED 273 590 SP 027 942

van der Mars, Hans

The Effects of Audio-Cuing on Selected Teaching Behaviors of an Experienced Elementary Physical Education Specialist.

PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Education; *Feedback; Physical Education; *Physical Education Teachers; *Teacher Behavior; *Teacher Improvement; Verbal Communication; *Videotape Recordings
IDENTIFIERS- *Audio Cuing

This study investigated the effects of an intervention--audio-cuing--on teaching behaviors of a male elementary school physical education teacher with five years of teaching experience. The audio-cuing intervention was applied by way of a micro-cassette recorder that was concealed in the teacher's clothing. Cues were prerecorded and could be heard only by the teacher through a mini-earphone. The subject was videotaped over a period of 18 class sessions during one year; activities taught ranged from locomotor skills, manipulative skills, elementary games, and year-end fitness testing. Tapes were analyzed to study the teacher's use of positive general behavior feedback and positive specific skill (motor skills) feedback. Results indicated that audio-cuing as a primary intervention tactic can alter significantly the use of positive behavior feedback and positive specific skill feedback and that lasting effects of audio-cuing are variable across teaching behaviors. Changes in teaching behaviors can be established quickly and efficiently by way of audio-cuing, and audio-cuing can also alter at least two verbal teaching behaviors simultaneously. (CB)

ED 273 606 SP 027 973

Pavan, Barbara Nelson

Hunter's Clinical Supervision and Instruction Models: Research in Schools Utilizing Comparative Measures.

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Council of Professors of Instructional Supervision (Washington, DC, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Supervisory Methods; Teacher Behavior; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision; *Hunter Model of Clinical Supervision

To many people, the term "clinical supervision" now means the Hunter Model, which involves monitoring of teachers' classroom behavior for usage of Hunter's essential elements of instruction, feedback of these results, reinforcement of desired practice, and a prescription for remediation of teachers' performance. In contrast, the Goldhammer-Cogan clinical supervision model involves the teacher in a collaborative process whereby both teacher and supervisor decide on observation objectives and changes in the teacher's classroom behavior following discussion of classroom observational data. Research relating to the implementation and results of these two models indicates that they are very different. This paper reviews that research in terms of: (1) effects of training; (2) model usage by administrators and teachers; (3) the relationship of clinical supervision to student academic achievement; (4) model implementation; and (5) model costs. (CB)

ED 273 621 SP 028 010

Woods, Michele A.
The Secondary School Recognition Program Directory of Programs and Practices.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Nov 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; *Federal Programs; *Models; *National Programs; Program Descriptions; *School Effectiveness; *Secondary Education; Student Motivation
IDENTIFIERS- *Department of Education; *Secondary School Recognition Program

The Department of Education's Secondary School Recognition Program (SSRP) was developed to identify and recognize unusually effective public secondary schools and, through publicity and other means, encourage the emulation of their successful programs, policies, and practices by practitioners in other schools. This directory describes a small sample of the programs and practices that have brought success to the 202 schools identified as successful in 1983 and 1984. The material in this resource guide is a mix of offerings from urban and suburban high schools. The purpose of this guide is to encourage interested clients, educators, and other citizens to take advantage of the experiences of these schools and follow up on any interest that has been sparked. A general description of the school, a more detailed description of the specific programs, and contact person are outlined for each of the 17 programs, covering such areas as: (1) a science, mathematics, and research institute; (2) classes specifically for engineering fields; (3) a curriculum council for remediating courses for special needs students; (4) a comprehensive basic skills program; (5) expectations of excellence; (6) effective instruction models; (7) peer assistance programs; (8) improving self-image; (9) self-discipline and academic responsibility; (10) conflict resolution; (11) international education; (12) alcohol and drug abuse education; and (13) skill development. (CB)

ED 273 637 SP 028 056

A Standard of Quality. The Georgia Teacher Certification Testing Program.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

PUB DATE- 85
NOTE- 21p.; For study guides related to the Georgia Teacher Certification Testing Program, see ED 235 137-163.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Criterion Referenced Tests; Educational Policy; Elementary Secondary Education; *State Standards; *Teacher Certification; Test Bias; Test Construction; *Testing Programs; Test Validity
IDENTIFIERS- *Georgia Teacher Certification Testing Program

The Georgia Teacher Certification Testing Program includes 28 criterion-referenced tests designed by National Evaluation Systems, Inc. (Amherst, Massachusetts) and covering 28 different teaching, leadership, and service fields. This publication offers an overview of the test development process, test validation procedures, test administration policies and procedures, and an indication of the benefits realized by examinees, teacher education institutions, and the State. An overview of the testing program presents information on the scope of the testing program as well as its legal validation. Sections include information on: (1) the test development process; (2) avoidance of test bias; (3) retake analysis and test reliability; (4) test administration; and (5) support to examinees. (JD)

ED 273 650 TM 860 498

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1984-1985.
Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- SR-85-5
PUB DATE- Dec 85
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; *College Credits; College Entrance Examinations; Credit Courses; *Equivalency Tests; Higher Education; Program Evaluation; *Scores; Statistical Data; Student Placement; Tables (Data); *Testing Programs; Test Results
IDENTIFIERS- College Board Achievement Tests; College Level Examination Program; *University of Texas Austin

This special report documents the results of the program of credit by examination offered at the University of Texas at Austin during the 1984-1985 testing year. The data present a basis for a comprehensive picture of the impact of the program on this campus. The examinations covered 64 subject areas with 234 courses taught by 39 departments/divisions in nine colleges and schools of the university: Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Nursing, and Social Work. Evaluation of 24,069 test scores is recorded in this report. On 11,816 (49%) of these tests, students achieved scores high enough to qualify for 63,620 semester hours of credit eligibility. Conversely, on 12,253 (51%) of these tests, students' scores were too low to warrant credit by examination. During 1984-1985, there was an 11% increase over the preceding year in the number of test scores evaluated; it was accompanied by a 14% increase in the number of semester hours of credit eligibility. Across the five years, from 1980-1981 through 1984-1985, there was a 14% increase in the number of test scores evaluated and a 46% increase in the number of semester hours of credit eligibility earned by the candidates for credit by examination. (JAZ)

ED 273 664   TM 860 513

Association for Measurement and Evaluation in Counseling and Development. Committee to Screen Career Guidance Instruments Reports.

Association for Measurement and Evaluation in Counseling and Development.

PUB DATE- Mar 86

NOTE- 35p.; Originally published as the Association for Measurement and Evaluation in Counseling and Development's Newsnotes.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Aptitude Tests; *Career Guidance; Elementary Secondary Education; Higher Education; *Interest Inventories; Testing Problems; *Test Reviews; Vocational Aptitude; *Vocational Interests; Vocational Maturity

Reviews of 20 career guidance measures are reprinted from the Association for Measurement and Evaluation in Counseling and Development's "Newsnotes." Each entry includes author, title, publisher, purpose, format, scoring, norms, cost, review, concerns, and additional reviews. These tests cover the areas of occupational interests, career awareness, career exploration, career development, decision making, job seeking skills, and vocational aptitude. The tests include: (1) Crites' Career Maturity Inventory; (2) Community College Motivation Inventory; (3) Planning Career Goals; (4) Self-Directed Search and Form E; (5) Hall Occupational Orientation Inventory, for grades 3-7, grades 8-16 and adults, and low-literature adults; (6) Vocational Interest, Experience and Skill Assessment; (7) Individual Career Exploration, verbal form; (8) Individual Career Exploration, picture form; (9) Career Skills Assessment Program; (10) Career Awareness Inventory, elementary level, grades 4-8; (11) Career Awareness Inventory, advanced level, grades 7-12; (12) Strong-Campbell Interest Inventory; (13) Lunneborg's Vocational Interest Inventory; (14) Occ-U-Sort; (15) Personal Career Development Profile; (16) Harrington-O'Shea Career Decision-Making System; (17) Career Development Inventory, school form and college and university form; (18) Work-Seeking and Work-Getting Skills Survey; (19) Ohio Vocational Interest Survey, second edition; and (20) Differential Aptitude Tests, second edition. (GDC)

ED 273 678 TM 860 534

Doss, David A.
Ninth Grade Course Enrollment and Dropping Out.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-85-48
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *Discriminant Analysis; *Dropout Characteristics; Dropouts; *Extracurricular Activities; Grade 9; *High Risk Students; High Schools; Longitudinal Studies; Potential Dropouts; Predictor Variables; School Holding Power
IDENTIFIERS- Austin Independent School District TX; *Course Selection (Students)

An informal study was conducted of the courses selected by ninth grade students who later dropped out of high school. Longitudinal data were available for high school students in the Austin (Texas) Independent School District, from 1978-79 to 1982-83. The courses selected by high-risk students in ninth grade, including extracurricular activities such as band and sports, were examined for a relationship to dropping out. Discriminant analysis was used, classifying students according to grade point average, sex, ethnicity, and involvement in serious disciplinary incidents. Those with the greatest risk of dropping out were identified. Courses were divided into three categories: above average, average, or below average in holding power. Classes with above average holding power included Spanish, introductory algebra, world history, dance, photography, biology, drawing and painting, and varsity sports. Courses with below average holding power included drama, Spanish for native speakers, fundamentals of mathematics, field sports, and electronics. It was noted that high risk students enrolling for band remained at higher risk than those who participated in varsity sports. Due to the informal nature of this study, it is suggested that conclusions should be drawn cautiously. (GDC)

ED 273 691 UD 024 900

Iwakicki, Edward F.; Gable, Robert K.

Hartford Project Concern Program 1984-85 Final Evaluation Report.

Hartford Public Schools, Conn.

PUB DATE- Aug 85
NOTE- 127p.; For earlier reports, see ED 219 461, ED 216 057, ED 226 097, and ED 237 612.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Elementary Education; *Program Effectiveness; School Desegregation; *Special Programs; *Student Attitudes; *Student Improvement; Student School Relationship; Suburban Schools; Urban Schools
IDENTIFIERS- Connecticut (Hartford); *Project Concern CT

This report presents an evaluation of the 1984-85 Hartford (Connecticut) Project Concern program, an education intervention for children from Title I schools. The report focuses on two areas: (1) monitoring the cognitive and affective impact of Project Concern over the current school year; and (2) examining the extent to which the reading and mathematics achievement gains of various groups of Project Concern students at Grades 3, 4, and 5 were sustained over time. The report provides detailed information regarding the evaluation design, procedures, and findings for these two areas. The different focuses of the report include student achievement (viewed absolutely, in relation to a national norm, and as sustained over time) and student attitudes toward school and learning. Progress is reported in most of these areas, and overall the study supported the claim that Project Concern students have generally maintained and enhanced their achievement performances over time. Thirty-three tables and 18 figures supplement the text. (KH)

ED 273 705 UD 025 074

Valdivieso, Rafael
Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 59p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Curriculum; Dropouts; *Educational Change; *Hispanic Americans; Nontraditional Education; School Counseling; School Holding Power; Secondary Education; *Secondary Schools; Student Characteristics; Student Employment; Work Attitudes

The National Commission on Secondary Schooling for Hispanics (NCSSH) has found that secondary schooling for most Hispanics is not preparing them to assume productive and satisfying adult lives. This paper discusses whether the current or proposed reforms and strategies are meeting, or can meet, the needs and potential of Hispanic youth. It is divided into three parts. Part 1 provides a demographic rationale for paying greater attention to the education problems of Hispanic youth and describes four types of Hispanic students in terms of school performance and other factors. Part 2 focuses on educational policy developments in the five States visited by the NCSSH--those with the largest Hispanic populations. Following a discussion of the status, origin and drawbacks of different kinds of reforms, this part offers a focused examination of the effects of the different reforms on the different types of students introduced in Part 1. Part 3 discusses the inadequacy of current reforms and offers suggestions for changes beyond the ones that already have been implied. Not until a school has an orderly climate and the beginning of a school culture of concern for everyone can the school faculty begin to raise academic standards and expectations of students. A five-page reference list concludes the document. (ETS)

ED 273 719 UD 025 090

Ascher, Carol; And Others
Trends and Issues in Urban Education: A Student-Based Perspective. ERIC/CUE Trends and Issues Series, Number 5.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 66p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education; Compensatory Education; Dropouts; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Equal Education; Literacy; Minority Groups; Race; *School Effectiveness; *Urban Demography; *Urban Schools

This paper provides a review of three related literatures on urban education: the demographic characteristics of the students and communities served by urban schools; some notable urban educational policies and practices; and issues and trends in equity research. The following trends and issues in school programs and practices specifically related to urban and minority education are examined: urban responses to the reform commission reports; urban and minority students and private schooling; effective schooling programs; curricular issues related to urban, minority, and poor students; compensatory education programs; school violence; dropout programs and practices; school-corporate alliances; parent participation in schooling; and programs related to new immigrants. The four equity concerns which are highlighted include: desegregation effects, magnet schooling, bilingual education, and sex equity. There are small encouraging signs that the schools are educating urban students better than they did a decade ago: dropout rates for all groups but Hispanics are down; standardized achievement test scores have risen slightly; and efforts to help parent participation in schooling through at-home teaching have enhanced the educational process. Yet many special needs of urban students go unmet, including such basic needs as housing, nutrition, and health care. (ETS)

ED 273 733 UD 025 125

Perrone, Vito
Portraits of High Schools. A Supplement to High School: A Report on Secondary Education in America.
Carnegie Foundation for the Advancement of Teaching.
REPORT NO.- ISBN-0-931050-27-8
PUB DATE- 85
NOTE- 667p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($22.50 plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Environment; Educational Resources; Educational Technology; *High Schools; *Instructional Effectiveness; Organizational Objectives; School Community Relationship; Secondary School Curriculum; Teachers
IDENTIFIERS- Educational Leadership; Media Use

Profiles of selected high schools represent part of the research done in preparation for the Carnegie Foundation's report, High Schools: A Report on Secondary Education in America. The testimony and behavior of youths and adults in real schools, and detailed descriptions of representative institutions, reflect the major themes of the report. These themes are: the contextual changes affecting the school, students, school goals, school climate, leadership, curriculum, teachers, teaching and learning, education beyond the school, and media and technology. The schools are grouped according to the following geographic characteristics and specializations: urban, suburban, rural, alternative, vocational, and selective academic. Summary recommendations include (1) the development of more explicit goals that are clear to teachers, students, and their parents; (2) more curriculum development to support inquiry, problem solving, and more active learning as well as to attend to interdisciplinary studies and greater integration of students' academic and prevocational experiences; (3) in-house professional development for teachers; (4) reduced teaching loads to allow more time for individualization; and (5) a closer tie

between colleges, universities, and schools to provide a context for getting more university students involved in schools. (ETS)

ED 273 451 SE 046 907

Bennett, Dean B.

Evaluating Environmental Education in Schools. A Practical Guide for Teachers. Environmental Education Series 12.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Educational Assessment; Elementary Secondary Education; *Environmental Education; *Evaluation Methods; *Evaluation Utilization; Measurement Techniques; Models; Program Evaluation; Student Evaluation

A general approach to environmental education evaluation and practical knowledge about the area of educational evaluation are offered in this teacher's guide. An introductory section explains both the use of the guide and use of a four step evaluation process. Practical aspects of evaluation are highlighted in six chapters through specific questions related to a scientific evaluation process for environmental education. These include: (1) what should I evaluate? (offering perspectives on what aspects of student learning and programming should be evaluated); (2) how can I plan my evaluation? (focusing on the selection, development, and/or use of evaluation instruments); (3) how can I conduct my evaluation? (discussing data collection, analysis, and interpretation techniques); (4) how can I use the results of my evaluation? (suggesting ways of using assessment results); (5) how can I put it all together? (providing a case study of an evaluation); and (6) where can I get additional help? (identifying sources of information). Appendices contain evaluation designs and the instruction for use of the chi square test. (ML)

ED 273 466 SE 046 926

Lash, Andrea A.

Arithmetic Word Problems. Activities to Engage Sudents in Problem Analysis.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 85
NOTE- 60p.; For other documents in the series, and a separate appendix, see SE 046 927-929.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Fractions; Junior High Schools; *Mathematics Instruction; *Problem Solving; Resource Materials; Whole Numbers; *Word Problems (Mathematics)

This guidebook is one in a series of teacher inservice materials. It is an effort to translate the findings of a study of problem-solving instruction in grade 7 into a set of materials that provide teachers with new knowledge about mathematical problem solving, current instructional practices, and recommendations for problem-solving instruction. This booklet was designed to help teachers guide students in work with word problems of the type found routinely in mathematics textbooks. It introduces one way to think about problem solving that teachers may find useful as a framework for organizing instruction. It also suggests exercises, problems, and classroom activities to involve students in problem analysis, a critical stage of problem solving. Types of problems, relative difficulty, and common errors are noted first, followed by a model of problem solving that splits the process into problem-analysis and problem-solution phases. Implications for instruction are discussed. Appendix A contains materials designed to involve students in four problem-analysis skills; for each skill, three to six student activities and a series of exercise questions are given. Appendix B lists whole number and fraction word problems as a resource for developing new activities and exercises. (MNS)

ED 273 484 SE 047 186

Becker, Joanne Rossi
Equity Issues in the Use of Technology in Teaching Mathematics.
San Jose State Univ., Calif.
PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association, (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Oriented Programs; *Course Descriptions; Educational Technology; Elementary Secondary Education; *Equal Education; *Inservice Teacher Education; Mathematics Achievement; *Mathematics Instruction; *Minority Groups; Sex Differences; Student Attitudes

This paper describes the equity component of an ongoing mathematics and technology inservice program which aims to create awareness of equity issues and develop strategies essential to achieving equity. Equity interventions are briefly reviewed. Research evidence suggests that social and experiential factors help determine participation in mathematics, which is linked to achievement. Affective factors seem to be major contributors to gender difference in both achievement and enrollment in mathematics. Modifiable variables are noted, and successful programs named. A theoretical model for equity training is presented, with the equity component discussed in detail. (MNS)

ED 273 500   SE 047 212

Boyd, Susan, Ed.; And Others
Groundwater: A Community Action Guide.
Concern, Inc., Washington, DC.
PUB DATE- Jun 84
NOTE- 28p.; This publication is made possible by grants from the Ruth Mott Fund and the Hillsdale Fund.
AVAILABLE FROM- Concern, Inc., 1794 Columbia Rd., NW, Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Activism; *Citizen Participation; *Community Action; Environmental Education; *Environmental Standards; Hazardous Materials; Legislation; Participative Decision Making; Public Health; Water; *Water Pollution; *Water Quality; Water Treatment
IDENTIFIERS- Groundwater

Designed to be a guide for community action, this booklet examines issues and trends related to groundwater contamination. Basic concepts about groundwater and information about problems affecting it are covered under the categories of (1) what is groundwater? (2) availability and depletion; (3) quality and contamination; (4) public health considerations; (5) detection and monitoring; (6) federal legislation; (7) state and local legislation; (8) descriptions of three state programs; (9) community organizing efforts (including three examples); and (10) recommendations for citizen action. Appendices deal with how to have your water tested, additional information on legislation, suggested lists, and citizen organizations and contacts in most states. The booklet is one in the series of community action guides developed by Concern, Inc. (TW).

ED 273 515 SO 017 330

Hadley, Marilyn, Ed.; And Others
Japan: Teaching Units.
PUB DATE- 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Cultural Education; Curriculum Development; Elementary Education; Foreign Countries; Geography; Instructional Materials; *Social Studies; Sociology; Student Developed Materials; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Japan

This teaching guide was developed by undergraduate elementary education students as part of the requirements for a social studies methods course. The guide presents nine teaching units about various aspects of Japan. The unit topics range from the broad to the specific, and reflect a variety of approaches for teaching about Japan in the public schools. Organized in a similar fashion, all units include a statement of rationale; concepts and generalizations to be stressed; behavioral objectives; and three types of activities: initiating activities to introduce the unit, developmental activities to teach the heart of the unit, and culminating activities to conclude the unit. The unit topics include two overviews, one emphasizing Japan's interest in education, involvement in international trade, and the structure of the government; the second reviewing Japan's geography, agriculture, people, and urban population. The topics also include Japanese industry, urban and rural society, land, culture, and lifestyle. An evaluation process and resources conclude the guide. (TRS)

ED 273 531 SO 017 431

Popp, Marcia
Endangered Animals. Second Grade.
PUB DATE- 23 Apr 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Elementary School Science; *Endangered Species; Grade 2; Group Activities; Learning Activities; Primary Education; Sciences; Social Studies; Units of Study

This second grade teaching unit centers on endangered animal species around the world. Questions addressed are: What is an endangered species? Why do animals become extinct? How do I feel about the problem? and What can I do? Students study the definition of endangered species and investigate whether it is a natural process. They explore topics such as the disappearance of homes, polluted habitats, over-hunting, and the sale or exploitation of animals. Unit skill goals focus on using the library to study a specific animal, and learning to use a map as a reference to locate endangered species. Attitude goals deal with helping students: (1) realize how personal attitudes and values have an impact upon potential solutions to the problem, and (2) learn that the students are not powerless and can make a difference. Behavioral objectives are keyed to unit goals and activities. Activities include classroom games, filmstrips, displays, stories, construction projects, library research, map work, role playing, painting, outdoor games, discussions, attitude surveys, field trips, civic writing, and symbolic activities. The unit evaluation is based on observations, students' work products, and participation. A 12-item annotated bibliography is attached. (JDH)

Canadian Studies for Elementary and Junior High School Teachers. A Syllabus and Resource Guide.

New York State Education Dept., Albany. Bureau of Curriculum Development.; State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.

PUB DATE- 84
NOTE- 351p.; For related document, see ED 202 785.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cross Cultural Studies; *Cultural Pluralism; Curriculum Guides; Ecology; Economic Factors; Human Geography; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; *North American History; Political Attitudes; Resource Materials; *Social History; Social Integration; Social Studies
IDENTIFIERS- *Canada; *Canadian Studies

Developed to promote greater awareness and understanding of Canada by American students and teachers, this interdisciplinary curriculum guide includes not only social studies, but also activities dealing with mathematics, science, environmental studies, English, art, and music. The book is divided into five modules, each giving a different perspective--geographic, economic, historical, social, and political. Each module is structured around key concepts, skills and attitudes, teacher notes, focus questions, coded activities, and discussion questions. Following each module is a series of relevant maps and illustrations, such as cartoons and graphs, all pertinent readings and a bibliography. All units could be taught independently or incorporated into other courses of study. The ethnic and linguistic diversity of Canada is emphasized throughout the curriculum. Though American-Canadian cooperation is included throughout the units, the uniqueness of Canada is also stressed. (CBC)

ED 273 561 SO 017 557

Walsh, Maria Joseph
Inviting the Faculty to Prayer: A Practical Packet.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beliefs; *Catholic Educators; Catholics; Church Role; Elementary Secondary Education; *Parochial Schools; *Religious Education
IDENTIFIERS- *Prayer

Many principals want to respond to their faculty's increasing interest in and need for meaningful community prayer. This publication was prepared for the teaching community with selections of prayer forms and programs, and plans for extending the program to spouses and family. Part 1, "Introduction," is comprised of scriptural background, historical background, and the present call of prayer and teaching. Part 2, "Prayers: Simply Begin and Begin Simply," gives simple, practical suggestions for beginning to pray together. It includes thoughts on treats as prayers--developing community; types of prayer--developing faith; and teams for prayers--developing support and leadership. Part 3, "Programs: Provide for the Year," recommends giving the process of prayer time and care to develop. The suggestions made include the ideas of renewal--offering periodic opportunities; ritual--offering worship experiences; and retreat--offering prayerful days. Part 4, "Plans: Reach Out to Families," stresses faculty outreach to spouses, students, parents, and families. An outline of suggested activities is presented for both faculty spouses and school families and includes concepts on sharing the prayer experience with loved ones (for spouses), sharing the prayer experience with the total community (for school and community). Part 5, "Resources: Add and Continue," lists additional visual, audio, and book resources and explains their use. (APG)

ED 273 575 SP 027 259

Dworkin, Anthony Gary
When Teachers Give Up: Teacher Burnout, Teacher Turnover and Their Impact on Children.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998 ($0.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Public Schools; *Public School Teachers; Stress Variables; Student Behavior; Teacher Administrator Relationship; *Teacher Burnout; Teacher Influence; Teacher Morale; *Teacher Persistence; *Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- Texas (Houston)

A large-scale sociological study of teacher burnout in the public schools is summarized. Data presented in the study consist of: a sample of 3,500 teachers in Houston, whose attitudes were monitored in 1977; exit interviews of every teacher in the initial sample who subsequently quit teaching over a 5-year period; achievement and attendance behavior data on over 2,200 students taught by the teachers; and a sample of teachers who remained in teaching as of 1981-82. The study sought to determine: (1) links between teacher burnout, teacher commitment, and teacher turnover; (2) how social support and social buffering variables affect the links between stress, school violence against teachers, burnout, and attitudes toward quitting teaching; and (3) how teacher burnout affects student achievement and attendance. Data revealed that teacher burnout does not lead to teacher turnover; rather, burnout is more likely to lead to teacher "entrapment" (remaining in a hated career beause of few saleable skills). Principals who support teachers and treat them as colleagues break the functional link between stress and burnout. Except for high-achieving students, the assignment of a student to a burned-out teacher did not adversely affect Iowa Test scores. (CB)

ED 273 591 SP 027 944

Hughes, Ruth P.
Critique of Conventional Approaches to Vocational Teacher Education Evaluation.

PUB DATE- 19 Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Evaluation Methods; *Evaluation Needs; Higher Education; *Program Evaluation; Student Teachers; Teacher Education Curriculum; *Teacher Education Programs; *Vocational Education; *Vocational Education Teachers

This critique addresses conventional approaches to evaluation of vocational teacher education through a review of research that has components of evaluation, with specific emphasis on vocational teacher education progams. A review in the 1986 handbook by Lanier and Little, "Handbook of Research on Teaching," was used as the framework, citing teacher education generally and then vocational education specifically. The four topical areas were teacher education, students of teacher education, curriculum, and milieu. The review indicates that, if there is a single overriding criticism of evaluation of vocational teacher education, it is failure to develop and use a programmatic approach. Too many studies have looked at unimportant topics or trivial aspects of important topics. Little attention has been given to competency based teacher education or competencies needed by teachers. Had evaluators used different techniques in a coordinated effort, there might have been more of substance to report. A suggestion is made for regional or national evaluation projects, with experiment stations or national committees with cooperative projects, to conduct effective evaluation of vocational teacher education. (CB)

ED 273 607 SP 027 975

Benham, Tami
Modifications of Basketball Equipment and Children's Performance.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Athletic Equipment; *Basketball; Elementary Education; *Elementary School Students; Equipment Evaluation; *Equipment Standards; *Psychomotor Skills; Team Sports

Although children are not miniature adults, they are often treated as such when participating in many youth sport activities. Young athletes, for example, are generally expected to participate in sporting events with equipment that has been designed for adults. What effect might scaling down such equipment have on the young child's performance? The purpose of this paper is to examine that question specifically as it relates to basketball. A review of the literature on the effects of modified basketball size and goal height on children's performance yields the following conclusions: (1) a decrease in the basketball size and weight appears to benefit young children with less absolute body size and strength by requiring less force to be applied when shooting or passing and improved ball control skills; and (2) a decrease in the goal height appears to benefit children's shooting accuracy. (Author/JD)

ED 273 622 SP 028 012

Mireau, Laurie
Identifying and Using Effective Teaching Behaviours.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 54p.; For the related inservice kit, see ED 270 397-398.
AVAILABLE FROM- ACCESS Network Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta T2X 2A8, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teaching Skills

This document is a transcript of the videotape commentaries accompanying Chapters 1 to 5 in "Evaluating and Improving Teaching Performance: Inservice Kit." With the exception of material from chapter 1, the commentary is delimited to teaching effectiveness. Hence, the content lends itself to a program that focuses on the development of knowledge and attitudes regarding the identification and application of effective teaching skills. As the literature in the field of teaching evaluation suggests, such development is a natural first phase in a sequence of activities. Completing the sequence are observation, evaluation and supervision of teaching, with the last activity being premised on data emanating from those that precede. This document also provides an efficient way in which the videotape commentaries can be "previewed," without actual viewing. This information is useful for those wishing to familiarize themselves with the content of the videotapes but who do not have the time and/or access to the necessary viewing equipment. (JD)

ED 273 638 SP 028 057

Portner, Hal

Professional Development Planning Guide: A Primer for Local School Districts.

Connecticut State Dept. of Education, Hartford.

PUB DATE- 84
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; *Inservice Teacher Education; Needs Assessment; *Professional Development; *Program Development; Program Evaluation; School Districts; *State Programs
IDENTIFIERS- Connecticut

The state of Connecticut has mandated ongoing and systematic professional development for the professional staff of each local or regional board of education in the state. The following guidelines were established to aid school districts and boards of education to meet both the mandate and intent of the act with a five-year program of action: (1) a strong and visible commitment from the local board of education is evident; (2) a strong and visible commitment from the school district and its personnel is evident; (3) the professional development program has a stated purpose which is related to the annual goals and objectives of the school district; (4) planning of the professional development program is ongoing; (5) implementation of the professional development program follows effective educational principles; and (6) evaluation of the professional development program is ongoing and systematic. Appendixes include: (1) the professional development act; (2) checklist for developing the format of the five-year plan; (3) guidelines for local districts; (4) effective approaches for determining needs for professional development; and (5) evaluation of professional development in local school districts. This guide was developed to help the local, regional, and unified school district and the state's system of regional-technical schools use these guidelines in developing their own programs. A sample five-year professional development plan for a fictitious school district is included. (JD)

ED 273 651 TM 860 500

Stewart, Krista J.
Development of WISC-R Administration Observational Checklist.
PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Psychology; Elementary Secondary Education; Examiners; Higher Education; *Intelligence Tests; *Interrater Reliability; *Measurement Techniques; *Observation; Participant Observation; *Rating Scales; *Testing; Testing Problems
IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised); *WISC R Administration Observational Checklist

The Wechsler Intelligence Scale for Children-Revised (WISC-R), one of the most commonly used tests of cognitive ability, is difficult to administer accurately. The purpose of this study was primarily to assess interrater agreement on the WISC-R Administration Observational Checklist (WAOC), a new observational instrument that can be used by an observer to evaluate all components of WISC-R administration. A secondary purpose of the study was to evaluate two WISC-R administrations of five students enrolled in a graduate course in psychoeducational assessment. Based on a total of 10 observations by two raters, Cohen's Kappa was calculated for 29 of the measures on the checklist. The values for 22 of the measures were significant (p greater than .05). The difference in mean scores for the first and second observations of the students did not quite reach statistical significance because of the small number of subjects and because of a ceiling effect for one student who scored highest on the first observation. However, after receiving feedback, students showed improvement on a number of the measures. WAOC enables the observer to pinpoint examiner errors and to give specific feedback regarding those errors. (Author/JAZ)

Hambleton, Ronald K.; Swaminathan, H.
A Look at Psychometrics in the Netherlands.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Joint Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Decision Making; Elementary Secondary Education; Foreign Countries; *Generalizability Theory; *Item Analysis; *Latent Trait Theory; Literature Reviews; *Psychometrics; Test Bias; Test Items; *Test Theory
IDENTIFIERS- Netherlands; Rasch Model

Comments are made on the review papers presented by six Dutch psychometricians: Ivo Molenaar, Wim van der Linden, Ed Roskam, Arnold Van den Wollenberg, Gideon Mellenbergh, and Dato de Gruijter. Molenaar has embraced a pragmatic viewpoint on Bayesian methods, using both empirical and pure approaches to solve educational research problems. Molenaar presented a taxonomy of Bayesian procedures. Current Dutch research involves nonparametric Bayesian procedures, formalization of prior belief, reporting of the results, and evaluation applications. Van der Linden listed a wide array of testing problems to which decision theory is being applied in the Netherlands. De Gruijter and Mooijaart have made important contributions in least squares Bayesian estimation, and Lewis has clarified difficulties in implementing the hierarchical Bayesian model. Researchers testing Rasch Model assumptions include Van den Wollenberg and Roskam and Jansen. Recent item bias research by Mellenbergh provides a sound method for making inferences about differential item performance between groups. De Gruijter discussed a number of useful applications of generalizability theory, including criterion referenced tests, cutting scores, analysis of ratings, equated scores, and test construction. (GDC)

ED 273 679 TM 860 537

Mayton, Daniel M., II
The Measurement of Nuclear War Attitudes: Methods and Concerns.
PUB DATE- 3 May 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Psychological Association (Seattle, WA, May 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitude Measures; Correlation; *Factor Structure; Higher Education; *Nuclear Warfare; *Questionnaires; *Self Evaluation (Individuals); *Student Attitudes; Test Construction; Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- Hamilton Nuclear Threat Philosophy Scale; *Modified World Affairs Questionnaire

Measures of adults' attitudes toward nuclear war are briefly discussed, and Mayton's Modified World Affairs Questionnaire (MWAQ) is described. The 23-item MWAQ was developed from Novak and Lerner's World Affairs Questionnaire, a nuclear war attitude measure by Mayton and Delamater, and related interview items by Jeffries. When the MWAQ was administered to 178 college students, five robust factors emerged: civil defense; escalation; nuclear war outcome; probability and worry; and patriotism. The five-subscale MWAQ was then administered to 615 undergraduate students. Test-retest reliability was acceptable, but internal consistency values for the patriotism subscale were low. McClenney and others developed a 42-item questionnaire based on Fishbein and Ajzen's expectancy value model applied to nuclear freeze attitudes. When the four reliable MWAQ subscales were administered to 97 undergraduates and correlated with the eight McClenney subscales, 14 of 32 correlations were significant. Hamilton and others' nuclear threat philosophy scale measured eight stances: deterrentist; survivalist; romanticist; hedonist; eliminationist; stoic; disarmist; and altruistic fatalist. These subscales and the four reliable MWAQ subscales were administered to 46 undergraduates, and only four of 32 coefficients were correlated. Five tables and definitions of the eight nuclear threat attitudes are appended. (GDC)

ED 273 692 UD 024 928

Report from the Urban Research Center to the New York City Commission on the Year 2000.
New York Univ., NY. Urban Research Center.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- Feb 86
NOTE- 252p.; For individual paper by J.M. Jeffries, see UD 024 929.
AVAILABLE FROM- New York University, Urban Research Center, 4 Washington Square, North, New York, NY 10003.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Demography; Economic Factors; *Employment Projections; Futures (of Society); Labor Market; Minority Groups; *Population Trends; *Public Policy; *Unemployment; *Urban Planning; Youth Employment
IDENTIFIERS- New York (New York)

This report presents six papers concerning the future demography and economy of New York, New York. "Demographic and Economic Projections for New York City" (Richard McGahey) reviews demographic and economic projections for the city and its boroughs that were developed by a number of forecasters. Next, "The Location of People and Jobs within New York City" (Dick Netzer) discusses implications of the projections for physical development policies (mainly in regard to transportation and housing). The next three papers treat critical human services policy areas. These papers are: "Welfare and Family Policy in New York City" (Elizabeth Durbin); "Demographic Trends and Youth Employment Policy: A Look to the Year 2000" (John M. Jeffries); and "Crime and Criminal Justice" (Richard McGahey). The final paper, "The Methodology and Major Sources of Demographic and Economic Projections for New York City" (Susan Sheehan Wieler and Margaret Vandervoort), discusses the techniques employed and data limitations encountered by demographers when making projections. Emphasis is placed on how the choice of particular methods and sources ultimately influences conclusions regarding public policy. (KH)

ED 273 706 UD 025 075

O'Neill, June
School Desegregation Project.
Commission on Civil Rights, Washington, D.C.
PUB DATE- 5 Mar 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Rights; Migration; Minority Groups; *Racial Relations; Research Problems; Research Projects; *School Desegregation; Whites
IDENTIFIERS- Commission on Civil Rights

This memo reports on the results of an investigation into the Commission on Civil Rights' 1984 School Desegregation Study based on an examination of the pertinent documents involved in the study, for which Unicon Research Corporation took over the contract in July, 1985. Gary Orfield, member of the project's advisory group, had charged that the study was too narrowly focused, ignoring the concern for the effects of desegregation on black and Hispanic children; however, it is pointed out that the shortcomings of the study to which Orfield pointed were due mainly to budget constraints and considerations for a manageable scope rather than a lack of concern. Preceding a historical review of the project are responses to Orfield's major accusations, point by point. Based on a careful examination of Orfield's charges and the facts gathered relating to these charges, it is concluded that Orfield made accusations without foundation and was involved in questionable conduct. Appended to the memo are a letter from Clarence M. Pendleton, Chairman of the U.S. Commission on Civil Rights, and a statement by Professor Peter Mieszkowski, study evaluator, both defending Unicon's competence to conduct the study. (ETS)

ED 273 720 UD 025 091

A Study of the Identification, Monitoring and Tracking of Potential High School Student Dropouts for the New York City Board of Education. Executive Summary. Final Report.

SPONS. AGENCY- New York Alliance for the Public Schools, New York, NY.
PUB DATE- Dec 85
NOTE- 152p.; Document contains some light type; best available copy.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance Records; Automation; *Dropouts; Enrollment; High Schools; *High School Students; Nontraditional Education; Public Schools; *Recordkeeping; School Administration; Student Records; Truancy
IDENTIFIERS- New York (New York)

This study evaluates the process and procedures of the New York City Board of Education in the definition, identification, tracking, and monitoring of student dropouts in selected New York City high schools. The full report is organized in three parts. Part One provides a summary of data obtained (through observations and interviews) from visits to 11 comprehensive high schools in the five boroughs. Part Two examines comparative studies of schools with high and low dropout rates in three boroughs. Part Three compares dropout definitions and the procedures for monitoring dropout rates in New York City and five other large metropolitan school districts. An addendum summarizes the findings of a comprehensive survey of all of the public high schools in the New York City system. Recommendations are grouped into the following categories: (1) attendance procedures; (2) admissions and discharges; (3) absences, truancy and suspensions; (4) automated or manual student accounting system; (5) identification of at-risk students; (6) comparisons across six city school districts; (7) general. Recommendations include: (1) implementing a uniform computerized attendance system; (2) improving communication between high schools and the Office of Student Information Services to minimize errors in students enrollment, absence, and dropout data; (3) providing extra support to schools with high dropout rates; and (4) standardizing the method of identifying dropouts. (ETS)

ED 273 734 UD 025 126

Tienda, Marta; Jensen, Leif
Immigration and Public Assistance Participation: Dispelling the Myth of Dependency. IRP Discussion Papers. DP #777-85.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Jun 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; *Economic Status; Government Role; Heads of Households; Hispanic Americans; *Immigrants; Poverty; Socioeconomic Status; *Welfare Recipients; Whites
IDENTIFIERS- *Income Level

This paper addresses the important but relatively understudied problem of immigrants' use of transfer payments. First it documents differentials in the propensity of natives and immigrants to receive public assistance income using 1980 census data. Descriptive tabulations revealed considerable differences between Whites, Blacks, Hispanics, and Asians in poverty rates, household income, and public assistance usage. Overall, immigrants were found to have only a slightly higher aggregate rate of public assistance recipiency than natives. Multivariate logistic regression analyses, however, revealed that immigrants were, other things equal, considerably less likely than natives to become welfare dependents. Also, except for Vietnam era Indochinese refugees, allegations that recent immigrants use welfare at higher rates than earlier arrivals were unsupported. Findings therefore challenge the popular notion that immigrants prefer welfare to work, and that an amnesty program, such as that proposed in the Simpson legislation, will spawn a rush for public assistance benefits. The findings that low education and limited English skills increase the probability of receiving income transfers suggest that investment in resettlement programs which emphasize improving the employability of new immigrants would help reduce the extent and level of welfare benefits paid to immigrants. Appendices include descriptive tabulations regarding public assistance recipients. (Author/ETS)

ED 273 485 SE 047 187

Gregg, Newton D.
Applied Fluid Mechanics. Lecture Notes.
PUB DATE- Sep 86
NOTE- 47p.; Lecture notes prepared for a course at the University of Central Florida.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Science; *Course Content; *Engineering Education; Engineering Technicians; Engineering Technology; *Fluid Mechanics; Higher Education; Instructional Materials; Learning Modules; Lecture Method; Science Education; *Science Instruction; Teacher Developed Materials; *Thermodynamics
IDENTIFIERS- *Fluid Dynamics

This set of lecture notes is used as a supplemental text for the teaching of fluid dynamics, as one component of a thermodynamics course for engineering technologists. The major text for the course covered basic fluids concepts such as pressure, mass flow, and specific weight. The objective of this document was to present additional fluids information in a relatively short period of time. The notes are divided into four chapters. They are: (1) hydrostatic loads on structures; (2) water flow in pipes; (3) friction losses in pipes and open channels; and (4) orifices. Each chapter includes diagrams, formulae, discussion topics, example problems, and student problems. (TW)

ED 273 501 SE 047 213

Chandran, Sarath; And Others

The Role of Cognitive Factors in Chemistry Achievement.

Western Australian Inst. of Tech., Perth.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; Achievement Tests; *Chemistry; Cognitive Ability; *Cognitive Measurement; *Cognitive Processes; Concept Formation; Field Dependence Independence; Foreign Countries; High Schools; Memory; Prior Learning; Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Australia; Science Achievement; *Science Education Research

Evidence from the research literature suggests that a variety of cognitive factors are responsible for chemistry achievement. This investigation examined the role that four cognitive factors, namely, prior knowledge, formal reasoning ability, memory capacity and field independence/dependence, play on achievement in chemistry as measured by tests of laboratory application, chemical calculations, and content knowledge. The sample was comprised of grade 11 students from 11 high schools who were following the same chemistry syllabus. Correlational analysis, multiple regression analysis and path analysis were performed on the data and all produced similar results. Prior knowledge and formal reasoning ability were each statistically significantly related to variation in chemistry achievement. Field dependence/independence and memory capacity played no significant role in chemistry achievement. The educational implications of these results were discussed. (Author/TW)

ED 273 516 SO 017 370

Wilkins, Colette Jousse
The Application of Computer-Assisted Instruction to the Training and Education of US Army Band Officers, Warrant Officers, Bandmasters, and Enlisted Bandpersons.
SPONS. AGENCY- Army Element Soldier Support Center, Fort Benjamin Harrison, IN.
PUB DATE- 10 Mar 86
NOTE- 93p.

CONTRACT- DAAG29-81-D-0100
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bands (Music); *Computer Assisted Instruction; Computer Oriented Programs; Computer Simulation; Computer Software; Computer Uses in Education; *Military Personnel; *Music Education; Teaching Machines
IDENTIFIERS- *Army

This paper is the result of a feasibility study on the implementation of computer-assisted-instruction (CAI) for the U.S. Army Bands. The study analyzes the state-of-the-art capabilities of CAI with regard to Army requirements. The contract for the study states: "The objective of this task is to explore and analyze alternate approaches to educating Army musicians in the areas of notation, melody, rhythm, and ear-training in an interactive mode and utilizing on-screen graphic displays and synthesized music. This is particularly important for Reserve Component bandspersons who have no training in these areas available. Results of this study may indicate ways to increased efficiency and quality in training active component bands and provide better remedial tools for instructors at the U.S. Army Element, School of Music (USAESOM)." This paper includes a description of the study procedure, a general background on the theory and use of CAI in music training, an analysis of how they meet the needs of the U.S. Army bands in music instruction, and recommendations and cost figures for the implementation of CAI at the USAESOM. (Author)

ED 273 532 SO 017 432

Gerencer, Laura
Safety against Strangers. Second Grade.
PUB DATE- 23 Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Child Abuse; *Child Welfare; Grade 2; Group Activities; Learning Activities; Primary Education; *Safety Education; Social Studies; Units of Study

This second grade teaching unit outlines 18 activities intended to teach children safety measures in the event of an encounter with strangers. The unit knowledge goals cover: learning what a stranger is, knowing how to prevent an encounter with a stranger, and knowing what to do if an encounter occurs. The skill goal focuses on decision making, and the affective goal seeks to have the child appreciate the importance of preventative measures. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: reading books about strangers, viewing video-tapes, holding discussions, playing "What if...?" taking a "stranger danger" walk, making up a class play, "decoding" safety rules, practicing emergency phone calls, and creating "stranger encounter" cartoon strips. The unit evaluation is based on a test, work samples, and class participation. A 14-item annotated bibliography is attached, along with the names and addresses of several organizations concerned with child protection. (JDH)

ED 273 547 SO 017 499

Burroughs, Wynell G.; Mueller, Jean West
Using Documents To Teach the Constitution. Our Heritage in Documents.
National Archives and Records Service (GSA), Washington, D.C.
PUB DATE- 85

NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Constitutional History; Curriculum Guides; High Schools; Instructional Materials; Junior High Schools; Learning Modules; Resource Units; *Social Studies; Teaching Guides; Two Year Colleges; United States History
IDENTIFIERS- *Document Analysis; *United States Constitution

In response to the concern for the spreading constitutional and historical ignorance of students, the essay outlines the development of an instructional unit on the Constitution based on selected and personal documents. Covering a development period of approximately 1.5 years, the essay traces the step-by-step efforts of the National Archives to develop a supplemental teaching unit on the Constitution. The process included examining existing material packets; reviewing the professional literature; surveying current textbooks' handling of the Constitution; consulting archivists; selecting key documents; tracing the development of a single constitutional issue; and overcoming the problems of researching and writing the unit. Realizing few teachers will use the 35-document unit in its entirety, the aim of the Constitutional Packet as conceived by the National Archives is to enable students to better understand and appreciate the Constitution, to enliven the key figures in its history, to demonstrate its impact upon their lives, and to realize that the Constitution is a living document. (TRS)

ED 273 608 SP 027 982

Accreditation. ERIC Digest 7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies;

Evaluation Criteria; Higher Education; *Institutional Evaluation; Preservice Teacher Education; *Schools of Education; State Standards
IDENTIFIERS- ERIC Digests

In examining current practices and issues in the accreditation of schools of education, this digest first lists the agencies responsible for accreditation--governmental, professional, and regional. A description is given of the accreditation process in California which includes four procedures that might be applied to any teacher education program. Research, however, shows that standards and evaluation methods differ vastly across state agencies and that national, regional, and state concerns often overlap, producing redundancies. A description of the role and function of the National Council for Accreditation of Teacher Education (NCATE) includes a listing of the representatives of the professional and public policy organizations that comprise it and an explanation of how the NCATE evaluation process works, and of the evaluation criteria used. The Digest concludes with brief comments on the ultimate goals of all accrediting agencies. Resources for further reading are provided. (JD)

ED 273 639 SP 028 058

Figoni, Stephen F.
Central Cardiovascular Responses of Quadriplegic Subjects to Arm Exercise at Varying Levels of Oxygen Uptake.

PUB DATE- 13 Apr 86
NOTE- 11p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986). Supported by grants from the American Corrective Therapy Association and the Division of Rehabilitation-Education Services, University of Illinois, Urbana-Champaign.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cardiovascular System; *Disabilities; *Exercise; Males; Research Methodology
IDENTIFIERS- *Oxygen Uptake Test

The purpose of this study was to assess selected central cardiovascular functions of spinal cord injured, quadriplegic subjects at varying levels of oxygen uptake (VO sub 2). Subjects included 11 untrained, male college students with C5, C6, or C7 complete quadriplegia and 11 able-bodied reference subjects. Exercise was performed on a Monark cycle ergometer modified for arm-cranking in the sitting position. Open-circuit spirometry was used to measure oxygen uptake. Impedance cardiography and ECG were utilized to measure stroke volume, heart rate, and ejection fraction. Results indicated that in quadriplegics, increases in VO sub 2 appear to be controlled primarily by O sub 2 extraction by peripheral tissues with very limited O sub 2 delivery capability. These findings support the hypothesis that the functional syndrome of quadriplegia produces a set of predictable "hypokinetic" circulatory responses to dynamic arm exercise. Tables and figures illustrate the data. (Author/JD)

ED 273 452 SE 046 910

Walters, William L.
Commercial Software for Teaching Physics.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Joint Meeting of the American Association of Physics Teachers and the American Physical Society. (Atlanta, GA, January 27-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Science; *Computer Assisted Instruction; Computer Simulation; Computer Software Reviews; *Courseware; *Physics; Resource Materials; Science Education; *Science Materials; Secondary Education; *Secondary School Science

Computer software packages that are commercially available for physics instruction are compiled in this paper. Information for each program includes: the broad subject category (i.e., mechanics, waves and sound, heat and thermodynamics, electricity and magnetism, optics and light, modern physics, mathematical models, or general reference/testing material); level of instruction; computer compatability; intended purpose (e.g. demonstration, simulation, data handling, remedial, exercises); and citations concerning where, if at all, the software has been reviewed. A key is provided that explains the coding systems used in the listing. Vendor addresses are also provided. (Prices are not given.) (ML)

ED 273 467 SE 046 927

Tsruda, Gary; Lash, Andrea A.

Ideas on Teaching Problem Solving in Intermediate Mathematics. A Guidebook for Teachers.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Aug 85
NOTE- 22p.; For other documents in the series, and the separate appendix, see SE 046 926 and SE 046 928-929.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Elementary School Mathematics; Junior High Schools; *Mathematics Instruction; *Problem Solving; Resource Materials; *Word Problems (Mathematics)

This booklet is one in a series of teacher inservice materials developed in an effort to translate the findings of a study of problem-solving instruction into materials that provide teachers with new knowledge about mathematical problem solving, current instructional practices, and recommendations for problem-solving instruction. The need for problem-solving instruction is discussed first, with results of surveys of achievement and recommendations noted. Then goals for problem-solving instruction are presented, with the emphasis on problem solving as a process. How problem solving can expand the curriculum, types of problems, and good problems are then described. Next, teaching problem solving is discussed, with sections on problem-solving strategies, characteristics of good problem solvers and of good problem-solving instruction, instructional planning, the role of calculators, successful instructional techniques, and evaluation. A three-page annotated bibliography of selected problem-solving materials is included. (MNS)

ED 273 562 SO 017 560

Goldstein, Sidney; Goldstein, Alice
Migration in Thailand: A Twenty-Five-Year Review. Papers of the East-West Population Institute. No. 100.
East-West Center, Honolulu, HI.
REPORT NO.- ISBN-0-86638-081-7
PUB DATE- Jul 86
NOTE- 63p.
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Foreign Countries; Migration; *Migration Patterns; *Population Distribution; *Population Trends; Rural Population; *Rural to Urban Migration; *Rural Urban Differences; Urban Population
IDENTIFIERS- *Thailand

Using data from the 1960, 1970, and 1980 censuses of Thailand, this paper explores the changing pattern of internal migration. Throughout the period, the census indicates a high degree of stability. Lifetime migration shows a slight rise in each period; recently it has risen in inter- as opposed to intra-regional movement. Five year interprovincial migration increased between 1955-60 and 1965-70 but declined in 1975-80. Between 1970 and 1980 interprovincial migration declined while interregional movement increased. Rural to rural migration declined while urban to urban movement became prevalent. Thus, by 1975-80 internal population redistribution had changed considerably from 1955-1960. Bangkok, the North, and the South had gained population while the Central and Northeast regions lost. Most recently, only Bangkok and the Central regions gained while the others lost population. The greatest loss was that of the Northeast, where net loss to Bangkok and the Central region alone accounted for three-fourths of the gains made by these two areas. These changing distributions are partly related to regional inequalities. Despite development efforts, the Northeast continues as the poorest region, while Bangkok and the contiguous provinces in the Central region profit from high levels of development and the capital's primacy. Migration patterns may also reflect greater reliance on temporary movement, in lieu of long-term migration, especially as transportation networks have improved. Thirty-three references conclude the document. (Author/APG)

ED 273 576   SP 027 572

Allred, H.; Hobdell, M. H.
The Planning and Development of Educational Programmes for Personnel in Oral Health. WHO Offset Publication No. 93.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-170093-9
PUB DATE- 86
NOTE- 106p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Ave., Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; *Community Health Services; *Dental Schools; *Dentistry; Foreign Countries; National Programs; Needs Assessment; *Program Development
IDENTIFIERS- Africa; Asia; Canada; Europe

This report addresses issues relating to the planning and development of educational programs for oral health personnel in World Health Organization (WHO) communities. Opinions and ideas were obtained from professionals in Sweden, Denmark, Canada, Botswana, Australia, Yemen, United Republic of Tanzania, Sri Lanka, Singapore, and Czechoslovakia. The approach taken for program development involves the study of community demand, which is the most reliable way of ensuring that programs meet the needs of the real population. Accordingly, the assessment of oral needs of communities and the planning of oral health services are discussed before educational requirements are considered. Examined in detail in individual chapters are: (1) manpower planning for oral health; (2) identification of educational objectives; (3) design of educational programs; (4) program implementation; and (5) evaluation of educational programs for oral health personnel. (CB)

ED 273 592 SP 027 945

A Tool for Assessing and Designing Comprehensive School Health Education in Iowa Schools.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 86
NOTE- 86p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Health Education; *Needs Assessment; *Program Evaluation

This guide is for local schools to use as a means of assessing their current programs in health education and to plan for a comprehensive health education program for the future. The major sections include: (1) a schedule and a plan for implementing a local curriculum study in health education; (2) a suggested framework for the school health education program; (3) suggestions for curriculum development in health education; and (4) an instrument and a procedure for assessing curriculum programs and the identification of needed changes. The assessment instrument contains sample recommended goals, instructional suggestions, evaluation plans, and plans for program coordination. The appendixes include regulations from the Iowa Code pertaining to school health education, instructions for using the computerized curriculum guide which supplements this manual, descriptions of exemplary health education programs and information on further resources. (JD)

Metal-Corbin, Josie; And Others

Age Doesn't Matter: Weaving Dance and Aging into a Fifth Grade Curriculum.

PUB DATE- 13 Apr 86
NOTE- 10p.; Paper presented at the National Conference of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); *Cooperative Programs; *Dance; *Elementary School Students; Grade 5; *Intergenerational Programs; Intermediate Grades; *Older Adults; Recreational Activities

A seven day project integrating aging into a fifth grade curriculum with a special emphasis on dance was conducted at Mt. View Elementary School (Omaha, Nebraska). The residency focused on activities that incorporated concepts of aging into lessons dealing with dance, art, music, health education, language, and social studies. Older adults visited the classroom to take part in the activities and the students visited a retirement hotel and a nursing home. Dance was a focal point for the following reasons: (1) it is a lifelong activity that can bring people of all ages together; (2) it incorporates movement, human contact and fun; and (3) creative dance helps people to express themselves in ways other than through speaking and it helps people to overcome inhibitions. The purpose of this project was to put people of different ages in touch with each other--not solely as caregivers to each other, but as equal partners sharing in many aspects of life with a chance to learn and dance together. (Author)

ED 273 652 TM 860 501

Davidson, Philip M.
Development of Conceptions of Education.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Classification; *Concept Formation; *Educational Attitudes; Elementary Secondary Education; Factor Analysis; *Interviews; Scaling; Scoring; *Social Cognition; *Student Attitudes; Values

This study is a preliminary attempt to characterize the development of students' conceptions of education in a comprehensive fashion. The participants were recruited from a middle class suburban school district in Michigan. Seventy students in grades 3, 6, 9, and 12 were interviewed about several issues related to each of the following: (1) the purposes of education; (2) the process of learning; (3) the nature of intelligence; and (4) what should be taught in schools. Both increasing linear age trends and U-shaped developmental patterns were found. Conceiving of learners as actively involved --rather than as passive recipients--increases progressively with age, as does the valuing of "nontraditional" educational objectives (music, art, etc.). Sixth graders believe more strongly than other groups in the modifiability of intelligence through one's own efforts, resulting in a U-shaped trend for this variable. In addition, oldest and youngest students both believe strongly (compared with middle school students) in the intrinsic value of education, and in the value of "metaeducational" objectives (moral behavior, independent thinking, etc.), resulting in U-shaped trends for these variables. The overall pattern of results suggests a restructuring of knowledge about education across the school years, and three stages in this developmental progression are tentatively described. (Author/JAZ)

ED 273 666 TM 860 515

Bloom, Diane S.
The Registered Holistic Scoring Method for Scoring Student Essays: Scoring Guide for Training. New Jersey's Statewide Testing System High School Proficiency Test.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-500-38
PUB DATE- Nov 85
NOTE- 50p.; For a related documents, see TM 860 516.
AVAILABLE FROM- New Jersey State Department of Education, 225 W. State Street, CN 500, Trenton, NJ 08625 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Essay Tests; *Evaluation Criteria; Evaluators; Grade 9; *Holistic Evaluation; Minimum Competency Testing; *Scoring; Secondary Education; State Programs; Teaching Guides; Testing Programs; Test Reliability; Training Methods; *Writing Evaluation
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test; *Registered Holistic Scoring Method

This document presents information to trainers already trained in the Registered Holistic scoring method. It has been developed to assist these trainers in training others in the procedures and the criteria of the new scoring method. The Registered Holistic scoring method was designed and field tested for the ninth grade writing sample component of the New Jersey High School Proficiency Test (HSPT). This guide contains an operational definition of the new scoring method, guidelines for scoring, factors related to maintaining scorer objectivity, and rules for conducting a scoring discussion. In addition, the scoring guide sets forth the criterion at each of the six score points with descriptive features that indicate at each score point the student-writer's command of written language: inadequate command; limited command; partial command; command; generally strong command; and strong command. Sample student essays, written about a task the student did not enjoy, are included with comments explaining the assigned score. (Author/GDC)

ED 273 680 TM 860 547

Applebee, Arthur N.; And Others
Writing: Trends Across the Decade, 1974-84.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETS-15-W-01
PUB DATE- 86
NOTE- 86p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 ($12.50 for single copies, half price for more than 3 copies).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Creative Writing; Educational Assessment; Educational Objectives; *Educational Trends; Elementary Secondary Education; Essay Tests; Evaluation Criteria; Expository Writing; Measurement Objectives; *National Surveys; Persuasive Discourse; Racial Differences; Sex Differences; Testing Programs; Time on Task; Trend Analysis; Writing (Composition); *Writing Evaluation; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) evaluated the writing ability of American students in 1974, 1979, and 1984. Data from 95,000 students were examined for trends over this 10-year period. Writing tasks, including informative, persuasive, and literary or imaginative writing were administered to national samples of students aged 9, 13, and 17. The results indicated that, in general, achievement in 1984 seemed to be no better than it was in 1974. Achievement trends for Black, Hispanic, and White subgroups, as well as those defined by geographic region or sex, were similar to nationwide trends. From 1979 to 1984, students' writing skills showed improvement, particularly at ages 13 and 17. However, achievement remained low in 1984; only 38 percent of the 17-year olds produced a well-organized and detailed descriptive essay, and only 20 percent wrote an effective persuasive letter. Imaginative writing improved for all ages. Results also indicated that although greater attention was focused on writing instruction in 1984 than in 1974, the actual amount of writing done by students remained about the same. Data tables, graphs, a summary of NAEP procedures, and students' writing samples showing different levels of expertise are included. (GDC)

ED 273 693 UD 024 929

Jeffries, John M.
Demographic Trends and Youth Employment Policy: A Look to the Year 2000.
New York Univ., NY. Urban Research Center.
SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- Feb 86
NOTE- 45p.; In: Report from the Urban Research Center to the New York City Commission on the Year 2000, Feb 1986; see UD 024 928.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Demography; *Employment Projections; Labor Market; Minority Groups; Population Trends; *Public Policy; *Unemployment; *Urban Youth; Whites; *Youth Employment
IDENTIFIERS- New York (New York)

This paper discusses the future labor market prospects of youth in light of demographic trends and projections. The relationship between demography and the youth labor market is reviewed, and explanations for the persistent differential labor market status of white and nonwhite youth are analyzed. The paper concludes by proposing a set of policy initiatives designed to alleviate the disproportionate amount of labor market distress borne by New York City minority youth. Among the major findings are: (1) Projected declines in the absolute number of youth do not necessarily employ improved future labor market circumstances for minority youth. (2) Nationally, the number of nonwhite youth will decline much slower than the number of white youth, and in New York City, the proportion of nonwhite working-age teens and young adults will grow markedly over the next decade and a half. (3) Over the last fifteen years, the nation's youth unemployment problem has increasingly become a minority, particularly black, problem. (4) The rise in the minimum wage does not account for the rise in black youth unemployment--in fact, relative to private sector wages, the minimum wage has fallen. (5) Youth employment policy must recognize the varying needs and heterogeneity of the population in need. A 49-item reference list is appended. (KH)

ED 273 707 UD 025 076

Russell, Avery, Ed.
The Urban School Principal: The Rocky Road to Instructional Leadership.
Carnegie Corp. of New York, N.Y.
PUB DATE- 86
NOTE- 9p.
AVAILABLE FROM- Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crisis Intervention; Educational Improvement; *Instructional Leadership; Management Development; *Principals; School Community Relationship; Secondary Education; Secondary Schools; Student School Relationship; *Urban Schools

Carnegie Corporation invited 11 high school and middle school principals representing city schools serving minority or racially mixed disadvantaged communities to participate in a conference on the role of the principal in urban schools. These principals provided evidence that strong leadership can turn the most violent, crime-ridden, racially torn institution into a place of instruction and learning. Kenneth Tewel, the organizer of the conference, studied three urban principals recognized as effective leaders of high schools in crisis to examine the long-term impact of their behavior upon the school community. When faced with a crisis, they all operated on intuition, relying on any available sources of support to help them begin the change process. None was aware of the theoretical underpinnings of the strategies they were using, and at least two were unaware of the ways the changes they instituted might affect the school's culture. Results of the conference indicated that: (1) principals must be much more than instructional leaders; (2) principals need supportive networks and training; (3) schools must balance the social service and instructional needs of children; and (4) more knowledge about the actual conditions under which principals manage urban schools is needed. (ETS)

ED 273 735 UD 025 127

Tienda, Marta; Ding-Tzann, Lii

Minority Concentration and Earnings Inequality: A Revised Formulation. IRP Discussion Papers, DP #791-85.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.

PUB DATE- Sep 85

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Asian Americans; Blacks; *Economic Status; *Employment Patterns; Hispanic Americans; *Income; *Labor Market; Minority Groups; *Population Distribution; Whites

IDENTIFIERS- *Income Level

This paper investigates the influence of racial and ethnic composition of labor markets on earnings inequality among Black, Hispanic, Asian, and white men to determine whether the influence of minority regional concentration on earnings differs by educational level. Consistent with other studies, this analysis, based on the 1980 Public Use Microdata Samples, produced negative additive effects of such concentration on the earnings in 1979 of nonwhite and Hispanic men. Results showed that minority workers lose financially from the labor market concentration of other nonwhites, whereas whites benefit, no matter what the educational level. This finding suggests that both competition and discrimination operate to economically differentiate workers along racial and ethnic lines. Furthermore, educational level widened rather than narrowed white-nonwhite earnings differences. As expected, whites benefit most from the presence of a large minority work force, while blacks lose the most. However, results with respect to Hispanics and Asians are somewhat ambiguous. This suggests that their distinction from whites is based largely on ethnicity rather than race and further implies that Asians and Hispanics, but not blacks, may eventually reach socioeconomic parity with whites as they advance in their cultural assimilation. (Author/ETS)

ED 273 486 SE 047 188

Hembree, Ray
Noncontent Variables in Mathematics Testing: A Bibliography of Research.
Adrian Coll., Mich.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Research; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Tests; *Meta Analysis; Research Utilization
IDENTIFIERS- *Mathematics Education Research

This bibliography identifies reports of research on the effects of variables other than knowledge of content on mathematics test performance. The listing was developed for a synthesis of its research, performed by meta-analysis at Adrian College, Michigan, in 1985. Variables chosen for study were determined by the criterion that each could be manipulated to improve the testee's psychological environment, e.g., testwiseness, incentives, format variables of word problems, test item arrangement, and frequency of testing. Other guidelines for including studies were applied as follows: (1) the report provided sufficient data for the effect-size calculations of meta-analysis; (2) subjects were testees in mainstream mathematics; and, (3) each experimental sample contained at least 10 subjects. This screening delivered a body of 120 studies, including 75 journal articles, 8 ERIC documents, 2 bulletins of educational agencies, 2 reports in research anthologies, 2 master's theses, and 31 doctoral dissertations. These reports are listed alphabetically by author. (Author)

ED 273 721 UD 025 092

Anderson, William J.
Statement before the Subcommittee on Civil and Constitutional Rights Committee on the Judiciary, House of Representatives, on the Operations of the United States Commission on Civil Rights.
General Accounting Office, Washington, D.C.
PUB DATE- 25 Mar 86
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; Affirmative Action; Employment Practices; *Federal Government; Federal State Relationship; Legal Responsibility; *Money Management; *Public Agencies
IDENTIFIERS- *Commission on Civil Rights

This report presents the findings of an investigation and audit of certain aspects of the operations of the United States Commission on Civil Rights commissioned by the Committee on the Judiciary, Subcommittee on Civil and Constitutional Rights. First, each allegation made against the Commission is briefly outlined and then findings are discussed in greater detail in attachments to the report. Lack of complete records hampered the audit. The aspects studied were: (1) employment trends in the Comission on Civil Rights; (2) use of consultants, temporary, and Schedule C employees; (3) referrals from state employement service officers; (4) affirmative action; (5) awards and promotions; (6) commissioners' and special assistants' billings; (7) commissioners' and special assistants' financial disclosure reports; (8) commissioners, special assistants, staff director, and office of general counsel travel; (9) Fiscal Year 1985 appropriation earmarks; (10) lobbying issues; (11) state advisory committees; (12) use of commission automobile; (13) contracting to support the commission's mission. (KH)

ED 273 453 SE 046 913

Hollon, Robert E.; Anderson, Charles W.

Heat and Temperature: A Teaching Module. Occasional Paper No. 93.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 58p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824-1034 ($5.50).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Science; *Heat; Higher Education; High Schools; Learning Modules; *Misconceptions; Physical Sciences; Preservice Teacher Education; Science Activities; Science Education; Science Instruction; Science Materials; *Secondary School Science; *Temperature

Designed to address major conceptual problems associated with heat and temperature, this module can be used with high school students or college nonscience majors including those in elementary education. The materials offer guidance to teachers in diagnosing student deficiencies, in creating dissatisfaction with misconceptions, and in providing opportunities for application and practice. This module contains: (1) an introductory section (discussing the misconceptions related to heat and temperature and how to use the module to overcome these barriers); (2) diagnostic test and commentary (designed to be used as a pretest and/or posttest); (3) materials for lecture or discussion (consisting of a series of copy-ready masters for use as overhead transparencies and student handouts on the topics of heat transfer, states and phases of matter and methods of heat transfer); (4) laboratory activities/demonstrations (including lessons on heat and temperature, heat capacity, and heat transfer through radiation); and (5) problem sets and commentary (presenting problems dealing with heat and temperature and methods of heat transfer). (ML)

ED 273 502 SE 047 219

Brody, Michael J.; Koch, Helmut
An Assessment of 4th, 8th, and 11th Grade Students' Knowledge Related to Marine Science and Natural Resource Issues.
Maine Univ., Orono. Coll. of Education.
PUB DATE- 14 Jun 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *Cognitive Measurement; Concept Formation; Decision Making Skills; Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Marine Biology; *Marine Education; *Misconceptions; Natural Resources; Science Education; Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Gulf of Maine

In an effort to contribute information for science teachers and curriculum developers in Maine, this study generated base line data on 4th, 8th, and 11th grade students' knowledge of marine science and natural resources principles in relation to the Gulf of Maine. Five concept maps representing 15 major content principles were developed. Two hundred twenty-six students from 12 schools in Maine were interviewed on marine science, natural resources and decision-making concepts and principles. Student knowledge was then classified according to correct concepts, missing concepts and misconceptions. Similarities and differences between the three grade levels were analyzed and compared to results of the Maine Assessment of Educational Progress in Science. The results indicated that the students in the sample did learn a few basic marine and natural resource concepts in the elementary grades, but that there was little further assimilation of new concepts or differentiation of existing concepts as students progressed through the grades. The results are discussed with regard to possible implications for future marine science curricula. (TW)

ED 273 517 SO 017 372

Young, Jacqueline

Writing Strategies for Advanced Placement European History.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Essay Tests; *European History; *Interdisciplinary Approach; Secondary Education; *Social Studies; *Writing (Composition); Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

This guide to effective writing strategies is based on three ideas that provide motivation for writing skills development in an advanced placement history class: students learn to write by writing; problem essays are more effective in developing writing skills than topic essays; and writing is a learning tool. Stressing that writing practice is essential for a successful score on the national examination in advanced placement European history, strategies are given on how to sturcture essays that emphasize comparing and contrasting and also how to develop thesis analysis questions; how to design prewriting experiences, including role playing, lectures, and use of facsimiles and index cards; how to grade essays featuring a debriefing approach and essay analysis sheets for student grading procedures; and how to employ organizational methods for document based questions. A list of several competitive and tutorial programs for practice work is included. (TRS)

ED 273 533 SO 017 433

Petersen, Jeff
The Time Machine. Grade 4-6.
PUB DATE- 22 Apr 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 4; Grade 5; Grade 6; Group Activities; Historiography; *History; Intermediate Grades; Learning Activities; *Social Studies; *Time; Units of Study

This teaching unit for fourth to sixth grade history students outlines 20 activities aimed at developing an appreciation in students for a particular time in history. The knowledge goals state that students will gain an understanding of a time period or person in history and will infer how the time period or person influenced the future. The skill goals focus on learning how to present knowledge gained through research, and learning how to make predictions based on facts. Attitude goals seek to have students realize their own significance to our world, and develop an appreciation of history and its study. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: building a time machine, "living" in a distant time period, "meeting" people out of history, creating "time portals" in areas of the classroom which represent different eras, viewing television shows and movies dealing with time travel, conducting library research, and making a time capsule. The unit evaluation is based on a point system and includes group as well as individual assessments. The bibliography lists names of five movies and television shows used, and three additional resources. (JDH)

ED 273 548 SO 017 500

Barth, James L.

American, Nigerian and Egyptian Student Attitudes on Sex Roles.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Education; Females; Feminism; Higher Education; Males; Research Projects; Sex Bias; Sex Differences; *Sex Role; *Student Attitudes
IDENTIFIERS- Americans (United States); Egyptians; Nigerians

The study focused on the attitudes of college students (preservice and inservice teachers) toward sex roles. The survey instrument, a 32-item questionnaire, elicited responses from United States, Nigerian, and Egyptian students on their attitudes about how students should be treated and educated for their roles in society. The responses were compared in terms of male and female scores, highest and lowest mean scores for men and women, and mean scores between countries. The responses suggested that college students from all three countries reflect the social, political, and cultural turmoil of the times. Students from all three countries showed a positive attitude toward change-oriented statements, which led to speculation that as countries continued to develop, their university students tended toward a more egalitarian view as to the role of the sexes in society. United States students in this study tended to be more feminist in point of view and less traditional in their responses. (Author/TRS)

ED 273 593 SP 027 946

An Evaluation of the McRel Effective Schools Program (ESP) for the 1984-85 Academic Year.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

PUB DATE- Nov 85

NOTE- 118p.; Portions of appendixes contain small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Classroom Techniques; *Educational Improvement; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; *School Effectiveness; School Policy; *Staff Development; Theory Practice Relationship

IDENTIFIERS- *Effective Schools Program

An evaluation was made of the Effective Schools Program (ESP) conducted by the Mid-Continent Regional Educational Laboratory (McREL) for the 1984-85 academic year. The ESP is a research-based program designed to foster self-sustained improvement efforts at the school building level, through systematic long term staff development including carefully planned training sessions designed to develop building level leadership teams consisting of teachers and administrators. The program is based on recent research related to effective schooling practices, educational leadership, organizational change, staff development, curriculum, and assessment. This report of the program evaluation consists of four sections containing: (1) a description of the ESP and a review of the research upon which the program is based; (2) a description of the evaluation design; (3) data results; and (4) a summary discussion. Among the results of the program evaluation was the major finding that ESP did have the hypothesized effects for all stages and levels of the program. More detail is given regarding effects on student achievement, building policies and practices, classroom behavior, student behavior, and participant knowledge of the school effectiveness literature. Seven appendixes, comprising over half the document, consist of various study instruments and data collection forms, including numerous charts and figures. A nine-page bibliography is also provided. (CB)

ED 273 609 SP 027 986

Goetter, William G. J.
Reform and Marketing in Education.
PUB DATE- Jul 86
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Marketing; Preservice Teacher Education; *Program Development; *Public Relations; *School Community Relationship; *Teacher Education Programs; Teacher Educators

The Department of Education at Eastern Washington University has used several marketing techniques to improve its relations and image that are aimed towards several audiences, including the local and regional community, the legislature, current and potential students, alumni, fellow educators within the university, and regional school districts. The first step in the marketing process included a thorough revision and reform of the department's offerings in teacher education. The department then researched and published results of that research on the quality of the department's students and programs. The third step involved the undertaking of a public relations campaign to restore public confidence in department credibility, and then an internal information campaign was undertaken to reestablish departmental credibility within the institution. A marketing program was established to meet public and individual needs. Although some faculty members were at first reluctant to become involved in "marketing" the department, the "pro-active" approach has changed the perceived responsibility for reform to an opportunity to reform, and faculty members find the process mutually nourishing to the region, the university, the profession, the students, and themselves. (CB)

ED 273 624 SP 028 016

Putbrese, Larry M.
Middle Level Teacher Preparation: A Breath of Fresh Air.
PUB DATE- 84
NOTE- 9p.; Paper presented at the Annual Meeting of the National Middle School Association (Columbus, OH, November 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Field Experience Programs; Higher Education; *Middle Schools; *Preservice Teacher Education; State Standards; *Teacher Education Curriculum
IDENTIFIERS- *Saint Cloud State University MN

The Early Adolescent Block Program is offered by St. Cloud State University (Minnesota) to prepare prospective teachers for successful teaching in middle level schools. The program is a response to a Minnesota law which requires elementary or secondary school teachers wishing to teach middle school to take an additional number of courses geared toward middle school instruction. It is felt that middle school students, typically early adolescents, are unique in comparison to elementary or secondary school students and that they need to be taught differently. Middle level students also have different physical, intellectual, social, and emotional needs. The Block Program consists of 19 quarter credits of course offerings in the areas of philosophy and organization, interdisciplinary teaming, psychology, teacher experience, and special learning disabilities. The Block courses are taken during one fall semester, in which students and faculty involved in the program have continuous contact, evaluation, sharing, and feedback. (CB)

ED 273 640 SP 028 060

Williams, Hilda Lee; Evans, Blanche W.
A Content Analysis of the Influence of the Fitness Movement on
Professional Preparation in Physical Education.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the National Convention of the
American Alliance for Health, Physical Education, Recreation and
Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Curriculum Evaluation; Higher
Education; Improvement Programs; *Physical Education Teachers;
*Physical Fitness; *Program Content; *Teacher Education Programs

The influence of the popular fitness movement on professional preparation in physical education was examined. This study sought to answer the following questions: (1) How many fitness majors, minors, non-teaching and teaching majors are offered in physical education programs in the Central District of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)? (2) What is the frequency of fitness-related courses and hours within each of the five program areas identified as important for physical fitness professionals? (3) What is the distribution of fitness-related courses and hours between each of these five program areas? and (4) Do size of institution, source of support, and existence of graduate programs in physical education make a difference in the number of undergraduate physical fitness major programs? Content analysis was used to determine the existence of fitness major and minor programs and fitness related courses offered in selected colleges and universities (128 institutions). Results indicated that: (1) there is a minimal influence of the fitness movement on professional preparation in AAHPERD Central District schools; (2) fitness majors and emphases are more likely to be found in large institutions and/or in institutions that offer graduate programs; (3) there is evidence of the fitness movement in courses offered in the program skills/methods category, which suggests recognition of fitness-type activities for the general student; and (4) there is evidence of the fitness movement in the number of courses offered in the foundations category. (JD)

Burns, Robert B.; Lash, Andrea A.

A Look at Math Teachers and Problem Solving.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 20p.; For other documents in the series, and the appendix, see SE 046 926-927 and SE 046 929.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grade 7; Junior High Schools; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; *Problem Solving; *Research Utilization; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

The need for mathematics teachers to incorporate instruction in problem-solving skills into the curriculum is discussed. Results of a study of problem-solving instruction in the classrooms of nine seventh grade teachers are briefly noted. There were significant differences between the teachers in how they planned, organized, and delivered lessons, but there was little difference between regular lessons and problem-solving lessons. Moreover, students showed little improvement in problem solving. A complete description of the study is included. How the teachers taught is described in some detail. Implications are discussed in terms of organizational style, problem-solving content, and other teaching methods. Several figures and tables are supplied. (MNS)

ED 273 563 SO 017 563

Stamp, Robert M.
The Historical Background to Separate Schools in Ontario.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-0630-0
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Catholic Schools; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Foreign Countries; *Parochial Schools; Private Education; *Private School Aid; State School District Relationship
IDENTIFIERS- Canada; *Ontario; *Separate Schools (Canada)

Separate schools were introduced into Ontario between 1841 and 1867 when Upper Canada was joined with Lower Canada to form the United Province of Canada. The school acts of 1841 and 1843 outlined the basic arrangements by which either a Roman Catholic or a Protestant minority might establish a dissenting separate school board. Since the School Act of 1863 (usually referred to as the Scott Act), the separate school question has focused on two major issues: (1) the appropriate division of tax monies between the public and separate school systems; and (2) the involvement of separate schools in secondary education. The Tiny Township legal case of 1926-1928 resolved that Roman Catholic separate schools had no automatic constitutional right to offer the full range of secondary education. Subsequent Roman Catholic campaigns for full funding of secondary education have taken a political rather than legal route. (Author/BZ)

ED 273 577 SP 027 665

Hett, Geoffrey G.
Behaviour Management: A Program for Undergraduate Elementary Student Teachers.
PUB DATE- 86

NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Classroom Techniques; *Contingency Management; Elementary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; *Student Behavior; *Student Teachers

This report summarizes the outcome of two behavior management programs provided to undergraduate student teachers at the University of Victoria, British Columbia. Eighteen student teachers were taught to use behavior management strategies to improve the attending behavior of elementary school pupils. Each student teacher was randomly assigned to one of two experimental groups. These groups differed in only one respect: classroom coaching and supervision was provided to one group, but not to those in the second group. One disruptive, non-attending pupil was selected from the classrooms to which these student teachers were assigned for their practicum. To measure the success of the student teachers' management program, time samples of attending and non-attending behavior were collected on each of these pupils. Although the pupils taught by both groups of student teachers showed improvement, significant changes in pupil attending occurred with those pupils whose student teachers had received both behavior management training, coaching, and supervision of these skills. (Author)

ED 273 653 TM 860 502

Krapp, Andreas; Schiefele, Ulrich

The Development of Interests: Research Programs in the Federal Republic of Germany.

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attachment Behavior; *Childhood Attitudes; *Childhood Interests; Early Childhood Education; Foreign Countries; *Individual Development; *Individual Psychology; *Interest Research; Interviews; Longitudinal Studies; Research Design

IDENTIFIERS- Differential Interest Test; *Person Object Relationship; West Germany

West German research on children's interests is described, with emphasis on a 3-year longitudinal study of 12 children, aged 3 to 7. Two main lines of interest research are identified: (1) research activities rooted in the tradition of differential psychology emphasizing vocational interests, traits, and attitudes; and (2) research based on a new educationally oriented theory of interest, which defines interest as specific form of a relationship between a person and an object from the environment (PO). The PO-relationship involves internal and external actions, as well as an enduring disposition towards an object. Three research approaches include the formation of persistance and selectivity in interest development; specific interest objects such as literature and academic subjects; and ontogenetic development of interests. The longitudinal study collected data about the object-related activities and social behavior of young children. Results indicated common PO-relationships involving role playing, tinkering, painting, and construction games. There were marked differences in their object preference structure (one or two highly preferred objects versus several equally-preferred ones). Most PO-relationships were more characterized by an activity type than a specific object type. Both the educational and social environments influenced the development of PO-relationships. (GDC)

ED 273 667 TM 860 516

Bloom, Diane S.
The Registered Holistic Scoring Method for Scoring Student Essays. New Jersey's Statewide Testing System High School Proficiency Test.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Sep 85
NOTE- 107p.; For scoring guide for training, see TM 860 515.
AVAILABLE FROM- New Jersey State Department of Education, 225 W. State Street, CN 500, Trenton, NJ 08625 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Essay Tests; *Evaluation Criteria; Grade 9; *Holistic Evaluation; Minimum Competency Testing; *Scoring; Secondary Education; State Programs; Testing Programs; Test Reliability; *Writing Evaluation
IDENTIFIERS- New Jersey; *New Jersey High School Proficiency Test; *Registered Holistic Scoring Method

The Registered Holistic Scoring Method, which has been used for one year to score the ninth grade writing test of the New Jersey High School Proficiency Test, is described. Registered Holistic Scoring was developed from the previous holistic approach in order to provide more reliable scoring guidelines year after year. Two trained evaluators assign a score from 1 (inadequate command of written language) to 6 (strong command), based on the following criteria: organization and content; usage; sentence construction; and mechanics. To earn each score scale point, 1 to 6, there are specific requirements in areas of content, usage, sentence construction, and mechanics. The bulk of this document contains sample student essays and an explanation of the scores assigned. The essays were written on the topic of a task which the student did not enjoy performing. A few suggestions are also made for writing instruction. (GDC)

ED 273 694 UD 024 967

Levin, M.
Educational Reform for Disadvantaged Students: An Emerging Crisis.
National Education Association, Washington, D.C. Div. of Instruction and Professional Development.
PUB DATE- 86
NOTE- 40p.

AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (NEA members $3.95 per copy; nonmembers $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compensatory Education; *Economically Disadvantaged; *Educational Change; *Educationally Disadvantaged; Educational Policy; Education Work Relationship; Elementary Secondary Education; Limited English Speaking; Minority Groups; Parent Participation; Remedial Programs; School Community Relationship

Addressing the problems of the educationally disadvantaged requires specifically focused educational reforms. This paper: (1) describes the population of disadvantaged students in terms of its composition, growth, and educational performance; (2) reviews the dire consequences of ignoring the educational needs of these students; (3) discusses the failure of current educational reforms to address their special needs; (4) sets an agenda for filling that gap; and (5) discusses implications for policy, strategy, and action. The proportion of disadvantaged students--including those in poverty and those whose chances of educational success are handicapped due to linguistic and cultural obstacles--is increasing and the degree of their disadvantage is rising. Unless the nation responds to the imminent crisis, deleterious consequences will include: (1) a two-tiered society, leading to (2) serious political conflict and potential social disruption, (3) long-term deterioration in the quality of the labor force, and (4) escalated costs for public assistance and criminal justice. Reform strategies must enrich the preschool experience, augment home and school resources, and assist students with limited English proficiency. All levels of government and other constituencies must adhere to a policy agenda which includes the establishment of goals, accountability, resources, and technical assistance. (ETS)

ED 273 708 UD 025 077

Yagi, Ken
Private Alternative School Programs in the Portland Public Schools. 1984-85 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Mar 85
NOTE- 53p.; For the 1985-86 report, see UD 025 078; for the 1982-83 report, see ED 236 801.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; Attendance Patterns; Dropout Prevention; *Dropouts; High Schools; High School Students; *Nontraditional Education; Private Schools; *School Holding Power; Student Needs; Student Placement; Teaching Methods
IDENTIFIERS- Portland School District OR

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. The students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) basic educational program has remained relatively unchanged. Nearly all instruction is individualized--much of it is remedial. AYOS continues to serve potential dropouts and students who have been expelled or suspended. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources (including staff), however, limits LEC's ability to respond more effectively to non-school related problems. Open Meadow Learning Center (OMLC), established in 1971, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industrialization Center (POIC) has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well in January 1983. The Center appears to be having good success with students in obtaining General Educational Development certificates and re-entering high school. (ETS)

ED 273 722 UD 025 093

Hoppe, Robert A.; And Others
Social and Economic Environment of Black Farmers. Rural Development Research Report Number 61.
Department of Agriculture, Washington, D.C.
PUB DATE- Aug 86
NOTE- 24p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Businesses; *Blacks; Demography; Economic Climate; *Economic Status; *Family Income; *Farmers; Farm Management; *Geographic Distribution; Poverty; *Rural Areas; Well Being
IDENTIFIERS- *United States (South)

To study the social and economic conditions where black farmers live, 342 southern counties, each having at least 25 black farmers, were identified. The counties were divided into five categories, four of which reflected the most common commodity type of black-operated farm and one which did not exhibit any common black-operated farm type. Most black farmers, it was found, live in slowly growing counties where nonfarm employment opportunities are limited. Social and economic conditions of blacks varied considerably among the regions, but blacks always lagged behind whites. Poverty rates among blacks ranged from 56.3 percent in the Delta Crop region (parts of Arkansas, Louisiana, Mississippi) to 36.3 percent in the Atlantic Tobacco region (parts of North Carolina, South Carolina, Virginia). Unemployment among black adults ranged from 15.1 percent in the Delta Crop region to 8.9 percent in the East Texas Beef region (parts of Arkansas, Louisiana, Oklahoma, Texas). Growth in jobs between 1970 and 1980 ranged from 4.4 percent in the Delta Crop region to 29.9 percent in the East Texas Beef region. The findings suggest that many black farm families would be better off financially if they left agriculture. Most black-operated farms are very small and cannot provide enough income to adequately support a family. More policies are needed which encourage economic growth in depressed rural areas for those who decide to leave farming. More education and job training in these areas could also help. (KH)

A Report of the Compendium of Papers on the Topic of Bilingual Education of the Committee on Education and Labor, House of Representatives, 99th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jun 86
NOTE- 146p.; Serial No. 99-R. Parts of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Cultural Differences; Dropouts; *Educational Policy; Elementary Secondary Education; *English (Second Language); *Language of Instruction; Limited English Speaking; Native Language Instruction; Parent Participation; *Teacher Qualifications

This collection of papers addresses improvement of programs for the growing numbers of limited English proficient children in America. Included are: (1) "Improving Conditions for Success in Bilingual Education Programs," (2) "The Role of English as a Second Language in Bilingual Education," (3) "The Role of Research in Policy Decisions about Bilingual Education," (4) "Teacher Preparation for Bilingual Education," (5) "Issues in Estimates of the Number of Limited English Proficient students," (6) "Academic Achievement of Language Minority Children," (7) "Effective Teachers for Language Minority Students, National Needs," (8) "Parental Involvement in Bilingual Education," and (9) "Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools." Despite the controversy, the particular language of instruction makes little or no difference; the opportunities that are thought available to the ethnic group by members of the group themselves make the difference. The United States, at both the Federal and State level, has sought to balance the unifying effect of English with the harmonizing benefits of native language retention by consistently favoring English. The government, though, has recently realized that the option of native language instruction should also be made available. The Federal system needs the sense of harmony, cultural equality, and devotion which such an option engenders. (ETS)

ED 273 487 SE 047 189

Donovan, Edward P.
Science Proficiencies and Competencies for Students in Grades Eight through Twelve.
Moorestown Township School District, NJ.
PUB DATE- Sep 86
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Competency Based Education; Course Content; *Course Descriptions; Curriculum Guides; Grade 8; Grade 12; Minimum Competencies; Physical Sciences; Science Curriculum; *Science Education; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- *New Jersey

Completed in 1982-83, this is a manual of science competencies and proficiencies for the Moorestown Public Schools, New Jersey. The document's seven major sections include: (1) a statement of philosophy of the science department stressing science education's role as the link between science, technology, and society; (2) suggested science competencies for grade 8 (including concept objectives in both life and physical science, as well as attitudinal objectives in science); (3) competencies in life science for students in grade 12; (4) competencies in physical science for students in grade 12; (5) descriptions of all high school science courses offered; (6) flow charts for student selection of science courses in grades nine through twelve; and (7) listings of specific subject proficiencies for each science course taught at the high school level. (TW)

ED 273 534 SO 017 436

Crosby, Annette
American Independence. Fifth Grade.
PUB DATE- 29 Apr 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonial History (United States); Grade 5; Group Activities; Intermediate Grades; Learning Activities; *Social Studies; *United States History; Units of Study

This fifth grade teaching unit covers early conflicts between the American colonies and Britain, battles of the American Revolutionary War, and the Declaration of Independence. Knowledge goals address the pre-revolutionary acts enforced by the British, the concepts of conflict and independence, and the major events and significant people from the American Revolutionary period. Skill goals focus on library use and analysis of cause and effect relationships. Affective goals seek to have students develop a sense of respect for the American colonists, and an appreciation of their United States citizenship. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: constructing a learning center on American independence; creating a colonial shopping center; writing letters of protest to King George III; making candles and determining the optimal composition of wax ingredients for length of burning; analyzing historical events for cause and effect relationships; analyzing poems and songs for point of view; studying the Declaration of Independence; creating a mural; and developing a class play. The unit evaluation is based on a point system and includes two tests, work samples, and class participation. A copy of one of the tests is included. An 18-item annotated bibliography is attached. (JDH)

ED 273 610 SP 027 988

Bass de Martinez, Bernice

Perspectives in Multicultural Education: Developing Multicultural Understanding through the Expansion of the Refinement of Cultural Experiential Knowledge.

PUB DATE- Jul 86
NOTE- 44p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; *Inservice Teacher Education; Minority Groups; *Multicultural Education; State Programs; *Teacher Workshops
IDENTIFIERS- Colorado

A project was designed to improve the teacher-learner environment, through increased cultural awareness on the part of the teachers, in the multiethnic school system of Colorado. The project provided regular seminar sessions addressing issues of multiethnic relevance presented by representatives of the ethnic and minority groups found in the school system. Regular assignments included readings and exposure to nonprint materials having multiethnic themes. Culminating activities required groups of participants to develop lesson plans and multicultural implementation plans for use in their schools. Throughout the project, education staff were exposed to the contributions of ethnic and minority groups, and they were encouraged to identify, analyze, and utilize multiethnic materials. Teachers and other education personnel were presented strategies for resolving cross-cultural conflicts within the classroom. Evaluation of the project indicates that it does meet its major purpose: "That greater exposure to cultural diversity through literature/folklore, multiethnic and legal history, and related topics would develop a greater appreciation and, therefore, greater empathy with the predominant ethnic and minority groups within the schools." Appendices include a multicultural attitude survey, lesson plan format with sample lesson plans, and a dissemination plan format with sample plans. (Author/CB)

Science Objectives, 1985-86 Assessment.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-040-1
PUB DATE- 86
NOTE- 39p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment for Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Objectives; *Educational Assessment; *Educational Objectives; Elementary School Science; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; *Measurement Objectives; *National Surveys; Science and Society; *Science Tests; *Scientific Literacy; Secondary School Science; Student Attitudes; Test Construction; Testing Programs; Test Items
IDENTIFIERS- *National Assessment of Educational Progress; Test Specifications

In 1985-86, the National Assessment of Educational Progress (NAEP) will undertake the fifth national assessment of science knowledge, skills, and attitudes in 9-, 13-, and 17-year old Americans. The science objectives have been developed and reviewed by committees of scientists and educators. The objectives presented in this document are grouped into three categories: (1) content--life sciences; physics; chemistry; earth and space sciences; history of science; and nature of science; (2) context--scientific; personal; societal; and technological; (3) cognition--knowledge; application; and integration; and (4) attitudes--toward science classes; career and educational objectives; socioscientific responsibility; science as a personal tool; value of science; societal issues; and experiences in science. A number of topics are presented with an indication of their appropriateness for testing students aged 9, 13, or 17. Ten sample questions are also appended. (GDC)

ED 273 503 SO 017 130

Renner, Richard R.
Education in Colombia.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; Accountability; Catholic Educators; *Comparative Education; *Education; Educational Attainment; Educational Attitudes; Educational Change; Educational History; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Politics of Education; Postsecondary Education; *Schools; Vocational Education
IDENTIFIERS- *Colombia

As one of the more traditional Latin American societies, Colombia's educational policies have been affected by long-standing cultural beliefs including class values and social stratification. This paper examines the educational history of Colombia, provides a thorough background on its educational achievements and difficulties, and discusses recent improvements and problems. Topics covered include the pervasive influence of the Catholic Church, the shift of educational control to the government, attendance patterns, attrition rates, teacher preparedness, and lack of certification. An educational system overview is followed by thorough descriptions of elementary and secondary education, higher education, including the universities, and non-formal education. Newer educational programming is described. Citing particular reports and extensive statistics, the paper concludes by noting the remarkable progress made over recent years, given the political constraints placed on education officials. A 31-item bibliography completes the report. (CBC)

ED 273 518   SO 017 382

Weaver, Dave
Database Software for Social Studies. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 86
NOTE- 60p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Database Management Systems; *Databases; Educational Technology; Information Retrieval; Information Storage; Instructional Improvement; Instructional Materials; Learning Strategies; *Social Studies

The report describes and evaluates the use of a set of learning tools called database managers and their creation of databases to help teach problem solving skills in social studies. Details include the design, building, and use of databases in a social studies setting, along with advantages and disadvantages of using them. The three types of available packages are discussed with descriptions and comments for each: (1) general purpose database management programs include AppleWorks, Bank Street Beginner's Filer, Bank Street School Filer, Create-a-Base, Data Handler, Electric Desk, FileVision, Friendly Filer, Mastertype's Filer, MECC Dataquest: The Composer, MECC Stuff and Fetch, Notebook Filer, Rapid Recall, Scholastic PFS: File Series, Secret Filer, and Three to Get Ready; (2) data disks for database managers programs include Countries of the World, Friendly File: US & World Facts, NewsWorks, North America Database Disk, Regions Near and Far Data Files, Social Studies Fact Finder: States-Junior High, Social Studies Fact Finder: States-Senior High, United States Past to Present, US Government Data Bases for PFS: file, US History Data Bases for PFS, World Geography: Cultures & Economics, World Past to Present, World Today; and (3) dedicated databases programs include Atlas, Demo-Graphics: World Population & Projections, Hometown: A Local Area Study, Macro's World History Database, MECC Dataquest: The Fifty States, MECC Dataquest: The Presidents, MECC Dataquest: The Composer, One World Countries Database, Political Genie, Research, Today in History, USA Profile, and the US Constitution: Then and Now. The products are compared according to feature and capability areas: searching capabilities; fields; records; reporting; and sorting. Educators rated the products using the following criteria: accurate content; relevant categories; enough information; comprehensive print materials; easy to learn and use; accessible data; and flexible displays. Some general conclusions are given about the products, such as expense, flexibility and comparison of features and capabilities. An appendix with additional information about database managers, producer information, resources, and a seven-item bibliography is included. (TES)

ED 273 549 SO 017 501

Barth, James L.
Social Studies Education: From Nation Building to Global Citizen.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Citizenship Responsibility; Course Content; *Curriculum Development; Educational History; Elementary Secondary Education; *Progressive Education; *Social Studies; Teaching Methods

The field of social studies education began as a curriculum reform 75 years ago and evolved into an educational movement that responds to local, national and international citizenship requirements of people and nations around the world. Current interests in social studies include a return to integrated content and future studies, which reflect global, interculture, comparative and interdisciplinary studies interests. The next 20 years may feature a social studies approach that aims at a universal global approach with less provincial study of man and his past, present, and future. The future, assuming all the cycles and patterns of social studies development continue, should yield what the world desperately needs, a citizen enquirer. The document is divided into eight sections: (1) a brief history of the social studies movement; (2) social studies: the early years 1920-1950; (3) new social studies reform; (4) the social studies approach adapted as a world movement; (5) African social studies; (6) the "new" new social studies; (7) the new social reforms in Kenya; and (8) beyond the new social reforms: the future. Special attention throughout the paper is devoted to developing African nations, particularly Kenya. (APG)

ED 273 594 SP 027 948

Hawkins, Andrew H.; And Others

Teaching Performance of Undergraduate Physical Education Majors across Teacher Education Program Practica.

PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Field Experience Programs; Higher Education; Measurement Techniques; *Physical Education; Physical Education Teachers; *Preservice Teacher Education; *Student Behavior; Student Teaching; *Training Methods

This study sought to establish a descriptive base for the teaching performances of physical education trainees as they progress through a teacher education program. A behavioral teacher evaluation system was developed which includes 11 teacher response classes and 8 student response classes. The project training course included four courses which involved some form of field-based practica (peer teaching, micro teaching, student teaching, etc.). Approximately 12 observations were conducted on each trainee, usually over the course of four semesters. Certain student and teacher response classes were selected for analysis based on presumed relationships to teaching effectiveness. These response classes were graphed for each trainee over the course of their teacher education program, and patterns of responses correlating with course, practica type, accountability system, class size and activity were noted. Individual subject graphs revealing certain prototypic response patterns displayed possible relationships among accountability system, class size, activity, and several key dependent measures including motor engaged time, feedback rate, sequence of instructional behaviors, and specific observation. (JD)

ED 273 625 SP 028 020

Teacher Appraisal System. Teacher Orientation Manual.
Texas Education Agency, Austin.
REPORT NO.- ADG-252-01
PUB DATE- 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; State Programs; *State Standards; *Teacher Evaluation; Teacher Improvement; Teacher Orientation
IDENTIFIERS- Texas; *Texas Teacher Appraisal Systems

This teacher orientation manual has been developed as a comprehensive resource for teachers in Texas to facilitate a greater knowledge and understanding of the Texas Teacher Appraisal System (TTAS), designed as a developmental tool for the improvement of instruction, and the encouragement of professional growth. Through this system, teachers evaluate themselves and are also evaluated by others, in five domains: (1) instructional strategies; (2) classroom management and organization; (3) presentation of subject matter; (4) learning environment; and (5) growth and responsibilities. Evaluation results will be used in decisions about the individual teacher's career ladder placement or maintenance decisions. The manual contains: (1) a recommended agenda for teacher orientation into the TTAS; (2) historical development of the TTAS; (3) assumptions underlying the TTAS; (4) an overview of the TTAS; (5) the state board of education policy about appraisal of certified personnel; (6) teacher self-appraisal form; (7) professional growth plan; (8) a conferencing guide for teachers; (9) formal observation post-conference chart; (10) an explanation of the term "exceptional quality"; (11) scoring procedures; (12) observation record/evaluation record form; (13) sample scoring form; (14) appaisal record form; (15) sample appraisal record; (16) guidelines for cumulative data; and (17) the TTAS instrument. A six-page bibliography and a glossary conclude the manual. (CB)

ED 273 454 SE 046 914

de Korte, Aart
Science Education in Our Time: The Need for an Interdisciplinary Approach.
Fairleigh Dickinson Univ., Rutherford, N.J.
PUB DATE- 4 Oct 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Course Content; Higher Education; *Interdisciplinary Approach; Philosophy; *Science and Society; Science Careers; Science Education; *Science Instruction; Scientists; *Technology

Perspectives on the need for retailoring science education so that college graduates will be better prepared to make decisions about scientific, technological priorities and personal career options are presented in this paper. The values and problems associated with an interdisciplinary approach to science education are discussed and a new interdepartmental course entitled Science in a Cultural Context (SCC) is highlighted. Components of SCC include: (1) historical and modern views of scientific theory; (2) examples of theory formation from biology, chemistry, and physics; (3) science, technology, and society; and (4) the consequences of the nuclear arms race. A sampling of comparable courses from selected colleges are also identified. The benefits of a science and culture oriented program are outlined for non-science as well as science majors. (ML)

ED 273 469 SE 046 929

Burns, Robert B.; Lash, Andrea A.

A Study of Teachers' Planning and Delivery of Problem-Solving Instruction in Seventh Grade Mathematics: Appendices. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 186p.; For related documents, see SE 046 926-928.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Educational Research; Grade 7; *Interviews; Junior High Schools; *Mathematics Instruction; Mathematics Teachers; *Problem Solving; Reference Materials; *Research Methodology
IDENTIFIERS- *Mathematics Education Research

This document contains the appendices to a study of problem-solving instruction. In Appendix A are sample instruments for the teacher problem-solving interview and instructional planning interview, the teacher post-study interview, coversheet for narrative notes and narrative notepad page, rating form for the lesson rating instrument, lesson segments summary sheet, questionnaire for teacher's perceptions of today's lesson, classroom description instrument, and teacher planning questionnaire. Appendix B presents the observer's manual, providing detailed methodological information. Sections focus on an overview of the study, completing narrative reports, the lesson rating instrument, the lesson segments summary sheet, perceptions of today's lesson, and data collection procedures. Interview excerpts are found in Appendix C, with sections on problem-solving views, planning process, plans for the problem-solving unit, and post-study problem-solving unit views. (MNS)

ED 273 564 SO 017 564

Stamp, Robert M.
Religious Exercises in Elementary and Secondary Schools.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1547-4
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Role; *Class Activities; *Educational Legislation; Educational Policy; Elementary Secondary Education; Foreign Countries; *Public Schools; Religious Conflict; *Religious Education
IDENTIFIERS- *Canada; England; *Religious Exercises; Scotland

Ontario requirements for religious exercises in publicly funded elementary and secondary schools are more like those of England and Scotland than like those of most other Canadian provinces. Ontario regulations insist on religious exercises at the opening of the school day, the exercises to consist of "the reading of the Scriptures or other suitable readings and the repeating of the Lord's Prayer or other suitable prayers." No provision is made in provincial regulations for exemption of individual students from these exercises. Only one other Canadian province, British Columbia, requires that all schools conduct religious exercises at the opening of the day, although it does permit exemption of individual students. The eight other provinces present a variety of more flexible statutory and/or regulatory provisions, ranging from school board opting-out and opting-in features to complete absence of any legal provisions for religious exercises. England and Scotland, like Ontario, both insist on religious exercises at the beginning of the school day, though both allow for exemptions of individual students. Comparison with other commonwealth countries was impossible due to the absence of data. (Author)

ED 273 578 SP 027 833

Sutherland, Mary; And Others
The Measurement of Health Behavior Change: The Health Behavior Risk Factor Prevalence Instrument.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Exercise; *Health; *Measurement Techniques; Program Development; *Risk; Safety

This paper addresses some issues concerning the use of written instruments for measuring health behavior change. A description is given of the Health Behavior Risk Factor Prevalence Survey which was developed to identify group members' risk-taking behaviors.

This instrument was used to measure the health behaviors of a group of employees in the areas of seat belt use, exercise behaviors, frequency of exercise, and duration and type of exercise. Data analysis results are discussed and suggestions are made for intervention progams that will increase desirable behavior. (JD)

ED 273 641 TM 860 285

Data Base, Vol. V, 1985-86: City School District, Rochester, New York.
Rochester City School District, N.Y.
PUB DATE- Jan 86

NOTE- 227p.; This paper received the 1986 American Educational Research Association Division H award for Best School or School District Statistical Profile. For volumes II and III, see ED 243 895 and ED 248 252.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attendance Patterns; *Educational Assessment; Educational Attainment; Educational Finance; Educational Planning; Elementary Secondary Education; Ethnic Distribution; Nontraditional Education; *School Demography; School Districts; *School Statistics; Special Education; Student Attrition; Student Mobility; Suspension; *Tables (Data); Test Results
IDENTIFIERS- Metropolitan Achievement Tests; New York State Pupil Evaluation Program; *Rochester City School District NY; Scholastic Aptitude Test

This is the fifth volume in an annual series reporting on the Rochester City School District's Data Base, originated in 1981-82. The recent edition of the Data Base is meant to serve two purposes: (1) to present a core of relevant information about the District, including information on enrollment, achievement and attendance; and (2) to provide an open forum in which items of interest to the District may be reported and explored. This volume is transitional in that it is not fully converted to the new concept of the Data Base. It is an update of the 1983-84 edition, the last full scope volume. This edition provides systematic information which can be used in District Assessment with regard to planning for change and improvement. The information is presented in the following categories: Financial Analysis, City and District Demography (ethnic distribution, enrollment trends, age distribution, handicapped and special needs), Achievement (test scores, time on task), Attainment (graduation, scholarships, placement, test scores), Attendance, Student Mobility, Suspension (short-term, long-term, by grade, reasons), Student Loss, Special Education (comparative enrollment, referrals, categories, conditions), and Alternative Programs. New and revised tables and figures are used to analyze and demonstrate the data in each section. (JAZ)

Sarvela, Paul D.
Discrimination Indices Commonly Used in Military Training Environments: Effects of Departures from Normal Distributions.
PUB DATE- Apr 86

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; *Item Analysis; *Mastery Tests; *Military Training; Postsecondary Education; Raw Scores; Scores; Simulation; Statistical Analysis; *Statistical Distributions; Statistical Studies; Testing Problems; Test Items; Test Theory
IDENTIFIERS- *Discrimination Indices; *Item Discrimination (Tests)

Four discrimination indices were compared, using score distributions which were normal, bimodal, and negatively skewed. The score distributions were systematically varied to represent the common circumstances of a military training situation using criterion-referenced mastery tests. Three 20-item tests were administered to 110 simulated subjects. The cutting score on each test was 10 items correct. Three databases were constructed for normal, bimodal, and skewed score distributions. Five item analysis statistics were calculated: the p statistic, two versions of the upper-lower group statistics, the phi coefficient, and the point-biserial correlation. Analysis of variance and t-tests were used to estimate differences between the discrimination index values. With normal data, the second upper-lower statistic produced the largest discrimination values, point-biserial next, and phi coefficient and the first upper-lower produced identical, least discriminating values. Similar results were obtained for the bimodal discrimination indices. The skewed distribution analysis was slightly different, with the first upper-lower results larger than the phi coefficients. The second upper-lower method was not significantly different from the point-biserial correlation. (Suggestions for choosing a method are summarized in a matrix and a decision tree). (GDC)

ED 273 668 TM 860 518

Warries, Egbert

Implications of Three Recently Completed IEA Studies for Teaching and Teacher Education in The Netherlands.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Effect Size; Foreign Countries; *Inservice Teacher Education; Interviews; Junior High Schools; Mathematics Education; Observation; Questionnaires; *School Organization; Science Education; *Student Participation; *Teacher Behavior; *Teaching Methods; Textbook Evaluation
IDENTIFIERS- International Assn Evaluation Educ Achievement; *Netherlands

The paper gives Dutch results and possible implications of three recently completed international evaluation studies. School subjects were mathematics and science at the grade levels 8 and 9 in more than 500 schools. Effect and efficiency of teaching and textbooks in different school types, opportunity to learn, and students' classroom participation were studied. Results of a subsequent experiment involving training for teacher management and instructional behavior are reported. Data collection was by means of observations of eight lessons per teacher, tests and questionnaires for teachers and students. The training course was highly successful, with effect-sizes from .47 to 3.50. Recommendations for teacher training are given. (Author/JAZ)

ED 273 695 UD 025 026

Chase, Richard A.; And Others

Single Parent Families: A Needs Assessment Survey of Single Parents, Ramsey County, Minnesota.

Amherst H. Wilder Foundation, St. Paul, MN.

PUB DATE- Dec 85

NOTE- 450p.; Additional funding provided by the Saint Paul Foundation.

AVAILABLE FROM- Amherst H. Wilder Foundation, Office of Research & Statistics, 1295 Bandana Blvd. North, Suite 210, St. Paul, MN 55108 ($18.00 incl. shipping).

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Child Rearing; *Employed Parents; Employment Patterns; Family Income; *Mothers; Needs Assessment; *One Parent Family; *Parent Child Relationship; Parent Role; Social Services; Welfare Services

IDENTIFIERS- *Minnesota (Ramsey County)

This report provides findings of an in-person survey of single parents in Ramsey County, Minnesota. The report is organized into seven chapters. Chapter 1 provides a current demographic, educational, and economic profile of single parents and examines whether the backgrounds of single parents relate to their present conditions. Chapter 2 describes the occupational characteristics of single mothers in the labor force, the work potential of unemployed single mothers and those receiving Aid to Families with Dependent Children (AFDC), and the ability of single mothers to achieve financial self-sufficiency. Chapter 3 assesses the financial and household circumstances of single parents. Chapter 4 examines the school performance, problems, and relationships with parents of children living in single parent families. Chapter 5 describes the physical health, mental health, and social adjustment of single parents. Chapter 6 summarizes major findings, focusing on the issues that relate to policies, plans, and programs. Chapter 7 uses data from a supplemental sample of single fathers to take a closer look at their current status, child-rearing, child care arrangements, physical and mental health, and interpersonal relationships. Appended are information on obtaining summary reports, a list of members of the study advisory committee, a program of a related needs assessment conference, and supplementary statistical tables. (KH)

ED 273 488 SE 047 190

Yeany, Russell H.; Yap, Kueh Chin

Validation of Hierarchical Relationships among Piagetian Cognitive Modes and Integrated Science Process Skills for Different Cognitive Reasoning Levels.

Georgia Univ., Athens. Dept. of Science Education.; Malaya Univ., Kuala Lumpur (Malaysia).

PUB DATE- Apr 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Elementary Secondary Education; *Learning Theories; *Piagetian Theory; Process Education; *Science Curriculum; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- Science Education Research

The relationship of Piagetian cognitive modes and integrated science process skills is explored in this study. Specifically, this investigation focused on identifying the hierarchical relationship among Piagetian cognitive modes and integrated science process skills for different Piagetian cognitive reasoning levels and to determine if positive vertical transfers could be validated. Study findings are discussed in relation to: (1) previous studies on hierarchical relationships; (2) the concrete and transitional hierarchies which were identified through a probabilistic latent structure method; (3) explanations for the inability to validate the concrete and transitional hierarchies by the vertical transfer method; and (4) the existence of a developmental hierarchy as opposed to a causal hierarchy. Results of the investigation indicated that a hierarchical link is evident between the Piagetian cognitive modes and integrated science process skills. It is recommended that science curriculum developers and instructional designers incorporate more curriculum activities that reflect both sets of skills and the relationships of the skills. Also included are a listing of 34 references and a compilation of 16 tables and 21 figures. (ML)

ED 273 535 SO 017 440

Reikofski, Joyce
The People of the Soviet Union. Sixth Grade.
PUB DATE- 23 Apr 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; Grade 6; Group Activities; Intermediate Grades; Learning Activities; *Social Studies; Units of Study
IDENTIFIERS- *USSR

This sixth grade teaching unit covers Soviet propaganda, communism, relations with the United States, Soviet geography, Soviet arts, and Soviet life. Unit goals address the above content areas, map skills, and an attitudinal goal of helping students to develop a sense of respect for the life of Soviet citizens. Behavioral objectives are keyed to each of the unit goals and activities. Activities include a knowledge and attitude pretest, classroom learning games, discussions, independent and small group research, media image analysis, photo analysis, symbolic activities, a mock Soviet election, analysis of the United States and USSR constitutions, map work, listening to Soviet music, concept webbing, and interviews. The unit evaluation is based on oral presentation, a unit test, and informal conferences and observation. A seven-item annotated bibliography is attached. (JDH)

Math Objectives, 1985-86 Assessment.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-050-9
PUB DATE- 86
NOTE- 25p.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculators; Cognitive Objectives; *Educational Assessment; *Educational Objectives; Elementary School Mathematics; Elementary Secondary Education; Mathematics Achievement; *Mathematics Tests; *Measurement Objectives; *National Surveys; Secondary School Mathematics; Student Attitudes; Test Construction; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) collected data on the mathematics performance of 9-, 13-, and 17-year old Americans in 1973, 1978, and 1982. An additional assessment in grades 3, 7, and 11 is planned for 1986. Educational objectives to be used in the 1986 assessment were contributed, reviewed, and revised by a committee of educators. Emphasis was placed on higher-level, critical thinking skills. The objectives were grouped into the following categories, which are described in this document: (1) processes-routine application; understanding; problem solving and reasoning; skills; and knowledge; (2) content-fundamental methods; discreet mathematics; data organization and interpretation; measurement; geometry; relations; functions; and algebraic expressions; and numbers and objectives; and (3) attitudes--mathematics in school; mathematics and oneself; mathematics and society; mathematics as a discipline; and attitudes toward computers. Objectives in five categories concerning the use of calculators are also illustrated: routine computations; more difficult computations; understanding concepts; exploration; and applications and problem solving. (GDC)

ED 273 709 UD 025 078

Yagi, Kan

Private Alternative School Programs in the Portland Public Schools. 1985-86 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Mar 86
NOTE- 42p.; For the 1984-85 report, see UD 025 077; for the 1982-83 report, see ED 236 801.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; Attendance Patterns; Dropout Prevention; *Dropouts; High Schools; High School Students; *Nontraditional Education; Private Schools; *School Holding Power; Student Needs; Student Placement; Teaching Methods
IDENTIFIERS- Portland School District OR

This report evaluates four off-campus private alternative schools in Portland, Oregon, serving students mainly of high school age and supported by the Portland Public Schools. The students are largely dropouts or on the verge of dropping out; many are referred from other schools and law enforcement agencies. Since 1966, the Albina Youth Opportunity School (AYOS) has continued to serve almost as many students as it has in the past. AYOS seeks to modify behavior so as to enable students to return to regular schools or obtain other satisfactory placement. The Lents Education Center (LEC), begun in 1974, has raised its expectations of student responsibility and increased efforts to impact non-academic problems affecting student success in school. A lack of resources, however, limits LEC's ability to respond more effectively to non-school related problems. Open Meadow Learning Center (OMLC), established in 1971, has evolved into a more experiential rather than highly academic learning center. It appears to be successful in extending the education of nearly all who enroll there. The Portland Opportunities Industralization Center (POIC) has been serving a population of adults, predominantly in their early twenties, since 1968. It began serving younger, high school age students as well in January 1983. Enrollment appears to remain fairly high and achievement data tend to show fairly good success. (ETS)

Danziger, Sheldon H., Ed.; Weinberg, Daniel H., Ed.
Fighting Poverty: What Works and What Doesn't.
REPORT NO.- ISBN-0-674-30085-8
PUB DATE- 86
NOTE- 424p.; Revised versions of papers presented at a conference sponsored by the Institute for Research on Poverty, University of Wisconsin, Madison, and the U.S. Dept. of Health and Human Services (Williamsburg, VA, December 1984).
AVAILABLE FROM- Harvard University Press, 79 Garden Street, Cambridge, MA 02138-9983 ($27.50 plus $1.50 shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Economic Factors; Federal Aid; *Federal Programs; Low Income; Political Issues; *Poverty; *Poverty Programs; *Program Effectiveness; *Public Policy; Unemployment; *Welfare Services

The 15 essays in this book discuss the success and failure of federal anti-poverty programs since the 1960s. Titles (and authors) are: (1) "Introduction" (Sheldon H. Danziger and Daniel H. Weinberg); (2) "Public Spending for the Poor: Trends, Prospects, and Economic Limits" (Gary Burtless); (3) "Antipoverty Policy: Effects on the Poor and the Nonpoor" (Sheldon H. Danziger, Robert H. Haveman, and Robert D. Plotnick); (4) "Poverty in America: Is Welfare the Answer or the Problem?" (David T. Ellwood and Lawrence H. Summers); (5) "Health Care for the Poor: The Past Twenty Years" (Paul Starr); (6) "The Effect of Direct Job Creation and Training Programs on Low-Skilled Workers" (Laurie J. Bassi and Orley Ashenfelter); (7) "Education and Training Programs and Poverty" (Nathan Glazer), with comments by Christopher Jencks; (8) "Macroeconomics, Income Distribution, and Poverty" (Rebecca M. Blank and Alan S. Blinder); (9) "Household Composition and Poverty" (Mary Jo Bane); (10) "Poverty and Family Structure: The Widening Gap between Evidence and Public Policy Issues" (William Julius Wilson and Kathryn M. Neckerman); (11) "Legal Rights and Welfare Change, 1960-1980" (Michael R. Sosin), with comments by Lawrence M. Mead; (12) "Social Policies, Civil Rights, and Poverty" (Charles V. Hamilton and Dona C. Hamilton); (13) "The Political Foundations of Antipoverty Policy" (Hugh Heclo); (14) "The Main Themes" (Edward M. Gramlich); and (15) "A Poverty Research Agenda for the Next Decade" (Daniel H. Weinberg). (KH)

ED 273 737 UD 025 136

Azumi, Jann; Gourgey, Annette
Newark's Dropouts: Who Are They?
Newark Board of Education, N.J.
PUB DATE- Apr 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Dropout Characteristics; Dropout Prevention; *Dropout Rate; *Dropouts; Educational Environment; High Schools; Potential Dropouts; *School Holding Power; Urban Education
IDENTIFIERS- *Newark School System NJ; New Jersey (Newark)

This paper provides information about Newark (New Jersey) high school students who have officially dropped out of school. The report is divided into four sections. The first section is an overview of the dropout rate of two cohorts of students: freshmen in 1979-80, and freshmen in 1980-81. The second section includes 1984-85 data, based on monthly reports submitted by high school guidance departments, on dropouts' age, sex, ethnicity, reason for leaving school, and current status. The third section analyzes patterns and reasons for dropping out in a small sample of 1984-85 dropouts. It draws on findings from an in-depth study of the dropouts' cumulative records and focuses on achievement, absenteeism, retention, and teachers' comments. Finally, the fourth section presents 1984 comprehensive tests of basic skills (CTBS) scores of those students scoring in the bottom quartile, the population considered most likely to drop out. In summary, it is said that dropouts usually show problems at a relatively early age. Thus, intervention efforts--such as remedial assistance--should be offered early, before students find it too difficult to catch up. An appendix describes four model dropout intervention programs. (KH)

ED 273 550 SO 017 502

Barth, James L.
Egyptian Social Studies Teachers' Responses to the Barth/Shermis Social Studies Preference Scale.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Foreign Countries; *Social Studies; Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- *Barth Shermis Social Studies Preference Scale; Egypt

Out of the eight decades of thought about the meaning of social studies, some agreement as to the purpose and goals of social studies has emerged, yet argument continues on just how the goals and purposes should be applied. One approach to understanding the different points of view on the purposes and goals is the "three traditions" interpretation. That interpretation has been translated into a 45-item Barth/Shermis Social Studies Preference Scale (B/SSSPS). The three traditions approach hypothesizes that social studies historically has followed three traditional interpretations: Social Studies taught as Citizenship Transmission, as Social Science, and as Reflective Inquiry. Ninety-six social studies teachers-in-training in the Faculty of Education at Mansoura University, when asked to identify the interpretation which best fit their views, were essentially unable to discriminate between interpretations. One reason for this is that social studies as a field in Egypt has not developed a meaning which can be clearly translated to the teachers. A remaining task in the development of a social studies program is to make explicit--in Egyptian terms--the meaning of social studies, so that teachers can select purposes, method and content which are consistent with Egyptian goals. As Egyptian social studies teachers come to recognize the differences between interpretations of social studies they will begin to exercise their judgement by selecting a consistent set of behaviors that reflect an integrated approach to the teaching of social studies. (AG)

ED 273 579 SP 027 834

Hale, Charles; And Others
Measuring the Economic Impact of Health Promotion Programs.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Economic Factors; *Health Education; *Improvement Programs; Program Costs
IDENTIFIERS- *Economic Impact

In presenting and discussing a formula for determining the cost-effectiveness of health promotion programs, this paper addresses the following economic concepts: (f1) cause-specific years of life gained; (2) increased earnings; (3) program participant absenteeism, turn-over, and sick day utilization savings; (4) program cost; (5) cost per participant; and (6) benefit ratio of a prevention program. An example illustrating use of the formula is offered. (JD)

ED 273 611 SP 027 991

Evans, Hyacinth L.

Overcoming the Problems of Field Experiences in Teacher Education: Cultural Dimensions.

PUB DATE- Jul 86
NOTE- 21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Improvement; Student Teacher Attitudes; *Student Teaching; Teacher Education Curriculum; *Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- Jamaica

Field experiences in preservice teacher education may be both valuable and problematic. Problems may arise from: (1) previous experiences of teachers and teaching; (2) previous experiences in classrooms; (3) the potential influence of the norms and values of the setting; (4) the difficulties of relating theory and practice; (5) the challenge of developing intercultural understanding; and (6) the nature of teaching itself. Local organizational choices and modifications, such as wise and careful selection of schools and effective liaisons between the school and college, could help to alleviate these problems. The teacher education curriculum should be modified to include multicultural education for preservice teachers. Teacher preparation programs must also teach their students to recognize and analyze preconceptions which may stem from their individual interactions and experiences with teachers and in schools and classrooms. (CB)

ED 273 455 SE 046 915

Steinberg, Melvin S.
The Origins of Force--Misconceptions and Classroom Controversy.
Smith Coll., Northampton, Mass.
PUB DATE- Jun 86
NOTE- 9p.; Paper presented at the Summer Meeting of the American Association of Physics Teachers (Columbus, OH, June 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Force; High Schools; Learning Strategies; *Misconceptions; *Physics; Science Activities; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- Alternative Conceptions

Misconceptions associated with the origins of force and the effectiveness of a bridging strategy for developing correct conceptual models in mechanics are identified for high school physics teachers in this paper. The situation investigated was whether a table exerts an upward force on a book. Student misconceptions related to this phenomenon as well as student arguments based on causal reasoning reflecting a unitarian conception of matter are stated. These explanations are contrasted with arguments derived from a unitarian application of the force concept to motion-related effects rather than to the causes of force. An analysis is given of student response to this problem based on five high school physics classes. The merits of this type of lesson are also specified. (ML)

ED 273 470 SE 046 931

Grade 3 Mathematics Achievement Test, June 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computation; Elementary School Mathematics; Foreign Countries; Geometry; *Grade 3; *Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Measurement; Numbers; Primary Education; Problem Solving; Test Items
IDENTIFIERS- *Alberta; Basic Facts (Mathematics); Graphing (Mathematics)

This test for third grade students in Alberta, Canada, consists of two sections. Section I is divided into two parts: Part A has 25 questions covering numeration, geometry, and graphing, and part B has 25 questions covering operations and properties, measurement, and problem-solving strategies. Section II consists of four basic-fact tests in addition, subtraction, multiplication, and division, with each test having 32 questions. (MNS)

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume I, Numbers 1-4, 1980-81.
PUB DATE- 81
NOTE- 65p.; For other volumes in this series, see SO 017 134-137. Small print in portions of this document may affect legibility.
AVAILABLE FROM- Folksong in the Classroom, Laurence I. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($1.50 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Colonial History (United States); Elementary Secondary Education; English Literature; *Folk Culture; Humanities Instruction; Instructional Materials; Learning Activities; *Music Activities; *Music Appreciation; *Music Education; Popular Culture; Resource Materials; Social History; *Social Studies; United States History; United States Literature; *Vocal Music

The first volume of a newsletter designed to promote the integration of folksong into the social studies, literature, or humanities classroom, this publication contains the first four issues of the newsletter which together offer a compilation of folksongs from various historical periods and cultures. Material is divided into four parts. Part A, Issue 1, describes the goals and objectives of the publication and contains three songs and commentary on how to use the songs in the classroom. Part B, Issue 2, focusing on songs of Britain, Ireland, and Scotland, includes six songs, background information, and teaching suggestions. Part C, Issue 3, consists of eight songs and background material on colonial America. Part D, Issue 4, which focuses on songs of the American cowboy, includes eight folksongs and supporting material. Checklists of additional free materials accompany parts B and D. (LP)

ED 273 595 SP 027 949

Hart-Nibbrig, Nand
Corporate Athleticism: A New Sports Paradigm.
PUB DATE- 86
NOTE- 27p.; Paper presented at the National Convention of the American Alliance for Heath, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *College Athletics; Commercial Television; Higher Education; *Mass Media Effects; *School Business Relationship; Team Sports; Values
IDENTIFIERS- *Coporate Athleticism

A discussion is presented on the commercialization of college team sports. The term "corporate athleticism" is used to refer to the influence of the business ethic on the college sport system, and the introduction of commercial values as the basic organizing principle of competitive college sports. Consideration is given to the consequences of corporate athleticism: (1) the emphasis on commercial gain may end amateurism in intercollegiate athletics; (2) external influences (especially market forces) on intercollegiate sports will increase; and (3) the role of profit-oriented team "boosters" will become increasingly important. The decreasing authority of the National Collegiate Athletic Association is discussed as well as the role of television in college sports. It is pointed out that television continues to structure corporate athleticism and creates new necessities to which universities, players and teams will adapt. Athletic directors make strong efforts to gain access to administrative resources needed to strengthen the athletic structure, and universities will go to great lengths to gain access to regional television markets. Some proposals are made for reforming corporate athleticism. (JD)

ED 273 626 SP 028 021

Nielsen, Ross A.
Laboratory Schools: Blue Print for Success.
PUB DATE- Feb 86
NOTE- 17p.; Paper presented at the Annual Convention of the National Association of Laboratory Schools (Chicago, IL, February 23-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *College School Cooperation; Elementary Secondary Education; Governance; Higher Education; *Laboratory Schools; Preservice Teacher Education; *Program Design; School Organization; *School Role; Teacher Characteristics; Teacher Role; Teaching Experience

In developing a blueprint for a successful laboratory school, the following elements are discussed: (1) governance of the school and its relationship to the university or college of education; (2) organization of the school (responsibilities, priorities, philosophy) and the scope of its program; (3) faculty characteristics and its relationship between faculty and administration; (4) student population and enrollment policies; and (5) school and faculty roles and responsibilities. It is emphasized

that the primary function of the laboratory school is to serve as a laboratory for university teacher education programs that prepare educational personnel, and to fullfill other responsiblities which the college or university may have charged to the school. (JD)

ED 273 519 SO 017 385

Shapouri, Shahla; And Others
Food Aid and the African Food Crisis. Foreign Agricultural Economic Report No. 221.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jun 86
NOTE- 115p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. FAER-226).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Production; Agricultural Trends; *Developing Nations; *Food; *Food Standards; *Hunger; *Nutrition;

*Poverty; Poverty Areas; World Problems
IDENTIFIERS- *Africa (Sub Sahara)

Nine of 11 low and medium income Sub-Saharan African countires studied may face even greater problems feeding their populations if recent trends continue. These countries rely on food imports and, increasingly, on food aid to meet minimum nutritional requirements for their populations. Food production is hampered by droughts which hit about every 3 years. Recurrent food emergencies, such as those recently affecting Ethiopia and the Sahel countries, may raise total food aid in 1990 by five to eight times the actual receipts annually in 1981-83. Improved policies and increased foreign exchange earnings could help about half of the study countries satisfy their consumption needs from domestic production. (A 62-item reference list, a 42-item additional reading list and 53 statistical tables are included.) (Author)

ED 273 536 SO 017 441

Wilson, Sherri
The Soviet Union and Its People. Third Grade.
PUB DATE- 23 Apr 86
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; Grade 3; Group Activities; Learning Activities; Primary Education; *Social Studies; Units of Study
IDENTIFIERS- *USSR

This third grade teaching unit on the USSR covers an introduction to the Soviet Union and its people, its government, daily lifestyles, folk culture, and geography. Skill goals deal with telling the difference between facts and opinions, comparing cultures, and integrating and applying information from various topics about the Soviet Union to everyday lives of its people. The attitudinal goal seeks to have students develop a sense of respect for Soviet people as human beings living in an environment different from ours. Behavioral objectives are keyed to each of the unit goals and activities. Activities include analyzing media for stereotypes, brainstorming things students would like to know about the USSR, viewing filmstrips, preparing typical foods, learning folk songs and dances, comparing scenes from Soviet life and American life, writing Congressmen for ideas on achieving better relations, and playing games which help students learn facts. The unit evaluation is based on individual and group work. A five-item annotated bibliography is attached. (JDH)

ED 273 565 SO 017 570

Parker, Franklin
William Wolfgang Brickman, 1913-86.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Biographies; Comparative Education; Editors; Educational History; Educational Innovation; Educational Researchers; Faculty; Postsecondary Education
IDENTIFIERS- *Brickman (William Wolfgang)

William Wolfgang Brickman, founding member and President, 1956-59, of the Comparative and International Education Society, died June 22, 1986, in a Philadelphia hospital leukemia unit. Born June 30, 1913, in New York City, he attended city schools and earned B.A. and M.S. degrees at City College, a New York University Ph.D. and an honorary M.A. from the University of Pennsylvania. His more than 40-year teaching career began at City College, continued at New York University, and concluded at the University of Pennsylvania. He wrote and published many diverse works. As editor of "School and Society" from 1953 to 1976, Brickman encouraged and published young scholars, many for the first time. For the Norwood educational reprint series he edited over 40 books, contributed substantive articles to encyclopedias, and wrote numerous articles and reviews for professional journals. He held many visiting professorships and was a member of numerous committees. Language skills, cultural appreciation, inexhaustible energy, scrupulous accuracy, and historical insight eminently fitted William Brickman for high achievement as a teacher and researcher in the areas of history of education and comparative and international education. (APG)

Lotan, Rachel A.; Navarrete, Cecilia
The Process of Mutual Adaptation: A Study of an Innovative Program.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Behavior Change; Elementary Education; Instructional Development; *Instructional Innovation; *Learning Strategies; *Program Implementation; Teaching Methods
IDENTIFIERS- *Mutual Adaptation

An analysis of implementation of educational change distinguishes between three kinds of processes: mutual adaptation, cooptation, and nonimplementation. Mutual adaptation was defined as the process in which implementation was successful, and in which significant changes in participant attitudes, skills and behavior occurred. Implementation was characterized by a process in which project goals and methods were modified to suit the needs and interests of participants and in which participants changed to meet the requirements of the project. This paper elaborates and expands the definition of mutual adaptation to include: (1) the adaptive process of an innovative program and its implementers; and (2) the dynamic interaction between program developers and trainers, i.e., innovators on the one hand, and program implementers on the other. The conceptualization of this definition is illustrated through the study of the implementation of an innovative instructional approach called "Complex Instruction." It is demonstrated how this dynamic interaction between developers of educational innovations and its implementers has led to adaptations in the innovation, in the training model provided by the innovators, in the behaviors of the participants and in their organizational context. These adaptations have improved and strengthened the program and made it more effective. (JD)

ED 273 655 TM 860 504

Petersen, Anne C.
Early Adolescence: A Critical Development Transition?
PUB DATE- Apr 86
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescent Development; Adolescents; *Age Differences; Childhood Attitudes; *Cognitive Ability; Developmental Stages; Intermediate Grades; Longitudinal Studies; Middle Class Students; Parent Attitudes; Parent Child Relationship; *Preadolescents; Self Concept; *Sex Differences; Stereotypes
IDENTIFIERS- *Puberty

A longitudinal study of early adolescents examined gender differences in attitude and behavior, as well as the effects of pubertal change, parental expectations, and parental support. It was hypothesized that sex differences would emerge during preadolescence and that males' and females' rates of change would be significantly different. Subjects included 335 sixth grade boys and girls from predominantly white, middle to upper middle class suburban school districts. The subjects were followed through the eighth grade. Group assessments and individual interviews were conducted twice per year. The variables assessed included family relationships, peer relationships, school participation, self concept, self assessment of pubertal change, gender role identity, attitudes toward women, cognitive ability and development, ego development, and family feelings. Parents were also interviewed. Cognitive performance improved over time for both sexes; however, boys scored higher in spatial ability and formal reasoning and girls in fluent production. School achievement declined over time, related to the transition from one school to another. Pubertal timing (early, average, or late development) was related to school achievement, and pubertal status was related to body image and family relationship. Multivariate analysis of variance indicated that later maturation was associated with better adjustment. Three pages of references and numerous figures are provided. (GDC)

ED 273 669 TM 860 519

Lin, Miao-Hsiang

The Impact of Time Limits on Test Behaviors.

PUB DATE- Apr 86
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Computer Assisted Testing; *Construct Validity; Difficulty Level; Higher Education; Mathematics Tests; *Predictive Validity; Research Design; Sex Differences; *Testing; Test Items; *Timed Tests; Time Management; Verbal Tests
IDENTIFIERS- Graduate Record Examinations

Specific questions addressed in this study include how time limits affect a test's construct and predictive validities, how time limits affect an examinee's time allocation and test performance, and whether the assumption about how examinees answer items is valid. Interactions involving an examinee's sex and age are studied. Two parallel forms of both sentence completion and non-graphic quantitative items were administered by a computer monitor to 80 volunteer graduate students. They were randomly assigned into two groups in which the form of the test and the order of the timed and untimed conditions were counterbalanced. Except for one form of the quantitative tests, little evidence was found to suggest that a test's construct and predictive validities were jeopardized by time limits. Items whose difficulty values were affected the most by test speededness appeared to be measuring higher- rather than lower-order cognitive abilities. It was found that most students answered items sequentially and did not omit items once they were considered. The caveats to the above findings are discussed. Several additional findings as well as suggestions for further study are provided. (Author/JAZ)

ED 273 696 UD 025 041

Koroki, Jan; Chesney-Lind, Meda
"Everything Just Going Down the Drain." Interviews with Female Delinquents in Hawaii. Report No. 319.
Hawaii Univ., Manoa. Youth Development & Research Center.
PUB DATE- Oct 85

NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Child Abuse; *Delinquency; *Delinquency Causes; *Family Characteristics; *Females; Secondary Education; Self Concept; *Sex Role; Social Attitudes; *Student School Relationship; Youth Problems
IDENTIFIERS- Hawaii

Findings of in-depth interviews with ten delinquent girls in Hawaii are presented and analyzed in this report. The girls interviewed were participants in a short-term residential treatment program or students at an alternative school for boys and girls who have been adjudicated and who have had school difficulties. Following a brief introduction, the paper provides an overview of previous studies on female crime and delinquency. Next, study methodology and procedures are explained. Next, these topics are discussed: demography; variety of offenses; school; the good girl-bad girl dilemma; sex roles; sexual history; family constitution; loneliness; violence and abuse; and sexual abuse. Finally, a concluding section summarizes major findings. While the girls studied come from widely diverse ethnic groups, they are overwhelmingly drawn from lower-income families. Moreover, they tend to come from highly unstable family environments characterized by high degrees of violence and abuse. Outside of the home, the girls face a number of dilemmas pertaining to peers, future aspirations, and sexuality. The girls express highly traditional sex role attitudes, see marriage and family life as a means of escape and as a way of bringing stability to their lives. A sample interview is appended. (KH)

ED 273 710 UD 025 079

Kyle, Charles L.; And Others
We Have a Choice: Students at Risk of Leaving Chicago Public Schools. A Report to the Chicago Board of Education and the Illinois Attorney General.
De Paul Univ., Chicago, IL. Center for Research on Hispanics.
SPONS. AGENCY- Chicago Board of Education, Ill.; Illinois State Office of the Attorney General, Springfield.
PUB DATE- Mar 86
NOTE- 154p.
AVAILABLE FROM- Chicago Area Studies Center, De Paul University, 2323 N. Seminary Ave., Chicago, IL 60614 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Dropout Characteristics; *Dropout Prevention; *Dropout Rate; *Economic Factors; Educational Environment; Ethnicity; Family Characteristics; *High Schools; Race; Urban Education
IDENTIFIERS- *Chicago Public Schools IL

This report presents findings from a study of dropouts and students at risk in Chicago public schools. It is divided into five major chapters. Chapter 1 describes the study's grouping of Chicago high schools into four "types": selective academic; selective vocational; non-selective integrated; and non-selective segregated. A racial-ethnic breakdown of enrollment in each of the four types of schools is given for the freshman classes of 1978, 1979, and 1980. Chapter 2 presents dropout statistics for those classes, broken down by type of school and a variety of different characteristics, including race/ethnicity; gender; race/gender; age; performance on minimum competency tests; reading and mathematics achievement in Grade 6 and as entering freshmen; and grade level at time of dropping out. Chapter 3 provides results of a survey of all public high school principals which contained twenty questions ranging from asking principals to identify the major forces that contribute to student dropping out to seeking their advice about how to solve the dropout problem. Chapter 4 examines Chicago's dropout rate and economic future in comparison with other major cities. Finally, Chapter 5 presents an annotated bibliography of dropout-related research. An appendix presents responses from the high school principal survey. (KH)

The Oregon Mathematics Concept Papers.
Oregon Mathematics Educational Council.
PUB DATE- Jan 86
NOTE- 260p.
AVAILABLE FROM- Mike Morgan, President, Oregon Mathematics Education Council, Linn-Benton Community College, 6500 SW Pacific Boulevard, Albany, OR 97321.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Teaching Methods
IDENTIFIERS- Oregon

Seven concept papers are presented that focus on the changes needed in the mathematics curriculum, K-12, to make mathematics teaching in Oregon school districts more relevant to the mathematics used in today's technological society. Task forces developed the papers, which addressed the major issues of reform in the mathematics curriculum: elementary school mathematics, middle school mathematics, geometry, algebra, statistics and probability, meeting graduation requirements, and vocational and technical mathematics. Two strands of thought are common to all seven papers: mathematics should be taught with a "hands-on" approach, and mathematics disciplines should be incorporated as content strands throughout the curriculum. For each paper, a brief rationale is given, followed by a summary. In the papers, curriculum objectives are delineated and teaching methodology is discussed. In some, specific activities are also described. (MNS)

ED 273 489 SE 047 191

Howe, Ann, Ed.
Research Matters...to the Science Teacher. Volume 1, 1984.
State Univ. of New York, Buffalo. Faculty of Educational Studies.
SPONS. AGENCY- National Association for Research in Science Teaching.
PUB DATE- 84
NOTE- 11p.; For volume 2, see SE 047 192; for volume 3, in which research summaries are entered individually, see ED 266 957-961 .
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; *Cognitive Development; Elementary School Science; Elementary Secondary Education; *Instructional Improvement; *Learning Strategies; *Learning Theories; Physics; Science Education; *Science Instruction; *Science Teachers; Secondary School Science; Student Behavior; Student Motivation; Textbook Selection
IDENTIFIERS- *Science Education Research; Wait Time

Suggestions for instructional improvement are offered for science teachers in this compilation of research summaries on specific areas of science education. This series includes the articles: (1) "Improving Students' Understanding of the Nature of Science" (discussing the relationship between teachers and students conceptions of science and identifying the classroom variables related to changes in students conceptions of science); (2) "Selecting and Using Science Textbooks" (presenting research-based guidelines for selecting science textbooks); (3) "Sequencing Learning Activities in High School Chemistry and Physics: the Learning Cycle Approach" (reviewing the characteristics and advantages of the Piagetian developmental theory that divides instruction into three phases); (4) "Using Wait Time to Improve the Quality of Classroom Discussions" (reporting the effects of increases in the pauses, i.e., wait time, of teachers and students in classroom interaction); and (5) "Pupil Behavior and Motivation in Eighth Grade Science" (reporting possible factors related to achievement and student involvement in active learning). (ML)

ED 273 627 SP 028 023

Gill, Diane L.; Deeter, Thomas E.
Initial Development of a Multidimensional, Sport-Specific Competitiveness Inventory.
PUB DATE- 15 Sep 86
NOTE- 24p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986). For related document, see SP 028 024.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; *Athletics; College Students; *Competition; Goal Orientation; High Achievement; Higher Education; *Personality Measures; *Student Attitudes
IDENTIFIERS- *Sport Competitiveness Inventory

A multidimensional inventory was developed to assess competitiveness as the desire to approach and strive for success in sport situations. A 32-item inventory was administered in two separate studies to samples of male and female students enrolled in competitive and non-competitive skills classes (n=237 in Study 1; n=218 in Study 2). Factor analyses revealed consistent three-factor solutions across studies, with the factors representing competitiveness (e.g., enjoyment of competition, striving for success in competition), win orientation (e.g., striving to win in competition), and personal goal orientation (e.g., striving to reach personal standards in competition). Alpha coefficients and item-to-total correlations revealed high internal consistency for each factor. Furthermore, students in competitive classes had significantly higher competitiveness scores than students in non-competitive skills classes, providing initial support for the validity of the inventory. The factor stability, internal consistency and initial validity evidence suggest that the Sport Competitiveness Inventory can be a valuable instrument for assessing competitiveness as a multidimensional, sport-specific individual difference variable. Appendices include the

Competitiveness Inventory Items and the Sport Orientation Questionnaire. (Author/JD)

ED 273 642 TM 860 286

District and School Profiles, 1984-85. Dade County Public Schools, Florida.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Jan 85
NOTE- 283p.; This paper received the 1986 American Educational Research Association Division H award for Best School and School District Statistical Profile. For the accompanying statistical abstract, see TM 860 287; for previous editions, see ED 256 817 and ED 251 472. Small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; Class Size; County School Districts; Dropout Rate; Elementary Secondary Education; Expenditure per Student; High School Graduates; *Institutional Characteristics; Limited English Speaking; *Profiles; School Districts; *School Personnel; *School Statistics; *Scores; Standardized Tests; State Programs; *Student Characteristics; Teacher Characteristics; Testing Programs
IDENTIFIERS- American College Testing Program; *Dade County Public Schools FL; Florida State Student Assessment Test; Scholastic Aptitude Test; Stanford Achievement Tests

This annual document is a collection of general and statistical information on 251 schools in the Dade County (Florida) Public School system. The document is divided into four sections corresponding to the major geographical areas of the county: North, North Central, South Central, and South. A profile sheet, presented for each individual school in these areas, provides general information about the school, including location, telephone number, principal's name, grade organization, administrative area, and the United States Congressional District. The sheet also includes statistics on school, staff and student characteristics, as well as summaries of student achievement information. Some of the other available information includes: (1) staff characteristics, such as race, number of beginning teachers, pupil/teacher ratio, educational background; (2) student characteristics, such as student membership, racial background, dropout rate, average class size, total full-time equivalent students and the average cost per pupil, percentage of students with limited English proficiency; and (3) student achievement as measured by the Stanford Achievement Tests, Scholastic Aptitude Test, American College Testing Program, and the Statewide Student Assessment Test. (JAZ).

ED 273 683 TM 860 550

A Framework for Assessing Computer Competence: Defining Objectives.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-88685-043-6

PUB DATE- 86

NOTE- 43p.

GRANT- NIE-G-83-0011

AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Affective Objectives; *Cognitive Objectives; *Computer Literacy; Computer Science; Curriculum Development; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; *Measurement Objectives; *National Surveys; Problem Solving; Programing; Student Attitudes; Test Construction; Testing Programs; Test Items

IDENTIFIERS- *National Assessment of Educational Progress

Computer skills objectives have been developed for the 1986 National Assessment of Educational Progress (NAEP). These items will be administered to a large number of American students aged 9, 13, and 17 in grades 3, 7, and 11. For this first national assessment of computer skills, it was necessary to consider the existing expertise of school staff, the current curriculum, the rapidly changing nature of computer science, and educators' different definitions of computer competence. Generally, educators agree that students need an exposure to computing that enables them both to experience the power of computing and to use that power to solve significant and interesting problems. Measurement objectives involve both paper-and-pencil tests of cognitive ability, as well as the practical ability to use a computer to solve problems. Three categories of cognitive objectives include knowledge, operation, and problem solving and design. Eight applications areas include word processing, database management, laboratory instrumentation, telecommunications, graphics, music generation, spreadsheets, and models and simulations. Programming objectives involve elements of a language; structures of data and control; and program planning, design, and testing. A number of items are illustrated. Five items are also included to illustrate attitudinal objectives. (GDC)

ED 273 724 UD 025 095

Being Fair and Being Free: A Human Relations Program for the Secondary School.

B'nai B'rith, New York, N.Y. Anti-Defamation League.

REPORT NO.- ISBN-0-88464-100-F
PUB DATE- 86
NOTE- 29p.
AVAILABLE FROM- Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bias; Civil Rights; *Democratic Values; High Schools; *Human Relations; Learning Activities; Learning Modules; Minority Groups; Racial Relations; *Social Discrimination

The purpose of this instructional kit is to provide secondary school teachers with activities and discussion topics to help students understand the nature of prejudice and how it conflicts with basic American values. The materials presented address seven educational objectives: (1) helping students understand that pluralism is a basic characteristic of our society; (2) helping students understand that our nation derives strength from two sources--from the intellectual and social ferment that comes from diversity coupled with the stability that comes from sharing common values; (3) helping students understand the nature of prejudice; (4) helping students understand the prejudice is un-American--that it attacks the vary basic structure of our society; (5) informing students about the consequences of prejudice both for individuals and for society; (6) elaborating on the forms prejudice take and alerting students to the specific dangers each represents; and (7) helping students understand that each of them has a role in the fight against prejudice. (KH)

ED 273 738 UD 025 142

Cleveland Public Schools Dropout Programs Annual Report, 1984-85.
Cleveland Public Schools, Ohio.
PUB DATE- Jul 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropout Rate; High Schools; Urban Education
IDENTIFIERS- *Cleveland Public Schools OH; Ohio (Cleveland)

This paper provides information on dropouts and dropout prevention in Cleveland public schools. It is divided into five sections, which provide, respectively: (1) brief descriptions of nine prevention programs; (2) an operational definition of dropouts; (3) 1984-85 dropout data (by cohort survival in Grades 9, 10, 11, and 12, at the city level with a district summary; (4) program evaluation abstracts of the Upward Reach project and the Internal Suspension Room Project); and (5) names and addresses of two contact persons. (KH)

ED 273 471 SE 046 932

Grade 6 Science Achievement Test = Test de Rendement Sciences 6e Annee, Juin 1986.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86
NOTE- 95p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Elementary School Science; Foreign Countries; *General Science; *Grade 6; Intermediate Grades; Science Education; Science Tests
IDENTIFIERS- *Alberta

This is the final test for students in the sixth-grade science course offered in the Alberta (Canada) schools. Both English and French versions of the test are provided. Intended for administration during June 1986, it contains 60 multiple-choice questions. One hour is allowed for completing the test. An answer key is not included. (ML)

ED 273 551 SO 017 508

Blair, Andrew G., Comp.

The Policy and Practice of Religious Education in Publicly-Funded Elementary and Secondary Schools in Canada and Elsewhere. A Search of the Literature.

Ontario Dept. of Education, Toronto.

PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Church Programs; *Educational Environment; Educational Philosophy; Elementary Secondary Education; Federal Government; Foreign Countries; *Intellectual Freedom; *Public Education; Religion; *Religious Education; *School Law; *State Church Separation
IDENTIFIERS- Australia; *Canada; Europe (West); United States

This study is a compendium of information regarding the policy and practice of religious education in publicly-funded schools in each of the provinces and territories of Canada, in England, the United States, Australia, and with less detail, in several countries of Western Europe. Most information was acquired from published sources, but letters and telephone calls provided supplemental material. An account of the laws, policies, and regulations dealing with the prohibition of, permission for, or requirement of religious education is set within a brief description of the types of publicly-funded school systems in each jurisdiction. Included is information with regard to who may teach religious education, how it is timetabled, and what provisions are made for those who dissent. Also included is information on interpretations of "religious education" and the role of the school in the religious education of students, and some mention of the controversies surrounding that role. References to curriculum materials are provided. An overview summarizes the information, compares jurisdictions, makes some pertinent classifications, draws attention to some important patterns in policy, and provides the reader with an introductory guide for further reading in the study. Extensive references within the text and a three-page bibliography are provided. (Author)

ED 273 612 SP 027 992

Clarken, Rodney H.
Achieving Peace through Education.
PUB DATE- Jul 86
NOTE- 12p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986). Portions contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; *Global Approach; International Relations; *Peace; *Relevance (Education); *Social Values

While it is generally agreed that peace is desirable, there are barriers to achieving a peaceful world. These barriers are classified into three major areas: (1) an erroneous view of human nature; (2) injustice; and (3) fear of world unity. In a discussion of these barriers, it is noted that although the consciousness and conscience of the world is developing to the point where it will no longer tolerate violence and injustice, fear of world government is deeply felt and is almost universal. The role of education in overcoming these fears and barriers to peace are discussed. The history of education is described as an evolving process of teaching ever-expanding concepts of citizenship and knowledge. Examples are given of models that may serve as guides to developing, through education, the means of overcoming resistance to the avenues that will lead to world peace. The United Nations is cited as an example of world cooperation, and the federation of states in the United States is proposed as a political model for world unity. The Baha'i international community is given as a model of a system of education that promotes understanding and peaceful co-existence. (JD)

ED 273 505 SO 017 134

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume II, Numbers 1-3, 1981-82.
PUB DATE- 82
NOTE- 72p.; For other volumes in this series, see SO 017 133-137. Portions of document contain small or marginally legible print.
AVAILABLE FROM- Folksong in the Classroom, Laurence I. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($1.50 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Bibliographies; Civil War (United States); Elementary Secondary Education; *Folk Culture; Humanities Instruction; Instructional Materials; Learning Activities; *Music Activities; *Music Appreciation; *Music Education; Popular Culture; Resource Materials; Social History; *Social Studies; United States History; United States Literature; *Vocal Music
IDENTIFIERS- New England

The second volume of a newsletter for integrating folk music into elementary and secondary social studies, literature, and humanities courses, this publication contains three issues of the newsletter which together offer a compilation of folksongs from various historical periods and cultures. The first issue of this volume contains miscellaneous announcements of folksong books and workshops; a collection of nine folk songs of the Civil War, including background information and instructional suggestions for the teacher; a bibliography of children's books on the Civil War; a description of a new piece of music for teaching about energy; and two checklists of free materials. The section issue contains reader's comments and letters; news of available workshops and materials; a collection of 10 folksongs about the Age of Whaling in New England; a rationale and suggestions for teaching about this historical period; a bibliography of children's and teacher's books on whaling; a free materials checklist; and extension ideas for teaching about whaling. Finally, issue 3, on children's songs, offers an article on lullabyes with notes, words and music for two hush-a-bye songs, an article on the use of folk music in teaching art, with the song, "Apple Pickers Reel," eight songe for preschool and elementary school children, and a bibliography and other information on resources. (LP)

ED 273 520 SO 017 403

Bresee, Dana E.
Exchange Program Teenagers Compare Life in Denmark and the U.S.A.
Occasional Papers in Intercultural Learning No. 10.
AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Jun 85
NOTE- 28p.
AVAILABLE FROM- AFS International/Intercultural Programs, Inc., 313 East 43nd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Cultural Differences; Family Attitudes; Family Environment; Family Influence; Family Life; Family Relationship; *Foreign Students; International Educational Exchange; *Permissive Environment; *Social Integration; Student Attitudes; Student Exchange Programs
IDENTIFIERS- *Denmark; *United States

Thirty teenage exchange students from Denmark and the United States were interviewed concerning the differences they perceived in the two cultures. Salient differences were cited in the domains of family rules, education and schools, use of alcohol, romantic relationships and sexuality, communication and friendships, ethnic differences and religious beliefs and practices. Sometimes these differences caused problems. For this reason placement of exchange students should be done with care. It is noted that parents in the United States tended to be more authoritative and less likely to give their children decision-making responsibility than were their Danish counterparts. The Danish teenagers enjoyed a great deal of freedom along with the concomitant responsibility. (BZ)

ED 273 566 SP 026 402

Kaplan, George R.

Items for an Agenda. Educational Research and the Reports on Excellence.

American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 34p.; For commissioned papers summarized by this document, see ED 257 032, SP 026 403-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Prevention; Educational Change; Educational Legislation; Educational Policy; Elementary Secondary Education; Equal Education; *Intellectual Development; Potential Dropouts; *Teacher Effectiveness; *Teaching (Occupation)
IDENTIFIERS- *Excellence in Education

The critical issue discussed in this document is the extent to which changes now occurring in the field of education--in state laws, administrative actions, and educational practice--are informed by valid research and experiences. Questions are raised about the adequacy of the informational base of the main reports on excellence and reform, and the role of research in assisting policymakers and educators as they carry out legislative mandates to improve the schools. To examine these issues, papers were commissioned from authorities in three fields: (1) improving teacher incentives and the quality of teaching; (2) the case of dropouts as a possible mismatch between excellence and equity; and (3) teaching and learning higher-order thinking skills in the schools. This report summarizes the nine authors' assessments of the applicability of research in their specialities to the reports on reform and relevant actions around the country. In varying degrees this paper demonstrates that the links between research, policy, and action in the reform movement have been less than ideal. (JD)

ED 273 596 SP 027 950

Immunizing the World's Children by 1990. Hearing before the International Task Force of the Select Committee on Hunger. House of Representatives, Ninety-Ninth Congress, First Session.
Congress of the U.S., Washington, D.C.
PUB DATE- 14 Nov 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Communicable Diseases; Developing Nations; Disease Control; *Global Approach; *Government Role; *Health Programs; Hearings; *Immunization Programs; Preventive Medicine; *Primary Health Care
IDENTIFIERS- *Child Health; Congress 99th

A hearing was held to update information on progress toward immunizing the world's children against diphtheria, whooping cough, tetanus, polio, measles, and tuberculosis. Immunization programs are regarded as essential in the effort to break the infection-malnutrition cycle in children in developing nations. Witnesses at the hearing included Senator Bill Bradley of New Jersey, representatives of two Federal agencies, one international organization, and one nongovernmental agency. Each person and group contribute significantly to expanding access to immunization programs. (JD)

ED 273 670   TM 860 520

Strube, Michael J.

A General Model for Estimating and Correcting the Effects of Nonindependence in Meta-Analysis.

PUB DATE- Apr 86

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Effect Size; Mathematical Models; *Meta Analysis; Research Design; Statistical Analysis; *Statistical Bias; *Statistical Significance; Statistical Studies

IDENTIFIERS- Assumptions (Testing); *Independence Model

A general model is described which can be used to represent the four common types of meta-analysis: (1) estimation of effect size by combining study outcomes; (2) estimation of effect size by contrasting study outcomes; (3) estimation of statistical significance by combining study outcomes; and (4) estimation of statistical significance by contrasting study outcomes. The model explicitly allows for nonindependence among study outcomes, providing exact statistical solutions when the nonindependence can be estimated. Some consequences of ignoring nonindependence are described. When combining outcomes, failure to adjust for nonindependence will result in a Type I error. This will also happen if two studies are compared across correlated units. When two different outcomes within studies are compared, failure to adjust for nonindependence will inflate the Type II error rate. It is concluded that the effect of nonindependence on the outcome of a meta-analysis depends on the type of question being asked. (GDC)

ED 273 739 UD 025 146

Barreto, Julio, Jr.; And Others
Puerto Ricans: Growing Problems for a Growing Population. A First Friday Report.
Full Employment Action Council, Washington, DC.
PUB DATE- 5 Sep 86
NOTE- 24p.
AVAILABLE FROM- National Committee for Full Employment, 815 16th Street, N.W., Suite 301, WAshington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; Elementary Secondary Education; *Ethnic Groups; *Hispanic Americans; *Minority Groups; *Poverty; *Puerto Ricans; Socioeconomic Status; Unemployment; *Urban Demography; Urban Problems

This report provides statistical evidence of worsening conditions facing Puerto Ricans in America in the areas of (1) unemployment, (2) poverty, (3) demographics, and (4) education. It concludes with recommendations from the National Puerto Rican Forum. The unemployment rate for Puerto Ricans is the highest among Hispanic population groups. The poverty rate of Hispanics in general now exceeds that of blacks in certain areas. Because of the kinds of jobs becoming available, Hispanics have a slim chance of escaping the poverty cycle. With dramatically increasing numbers, Hispanics are expected to be the largest minority in the United States by the year 2000. Related to unemployment is lack of education. The most rapidly increasing minority group in urban schools, Hispanics have an extremely high dropout rate. High illiteracy rates of Hispanics are also linked to unemployment. Recommendations on Puerto Ricans' future include: (1) attention to government funding of programs, (2) increased attention from the educational system, and (3) greater commitment from the business community to provide employment opportunities. The National Puerto Rican Forum sees the socioeconomic situation of Puerto Ricans at a crucial stage requiring immediate action. (LHW)

ED 273 472 SE 046 933

Grade 12 Diploma Examination: Chemistry 30. June 1986. = Examen en vue du Diplome Douzieme Annee: Chimie 30. Juin 1986.

Alberta Dept. of Education, Edmonton.

PUB DATE- 86

NOTE- 49p.; For the January 1985 and June 1985 chemistry examinations, see ED 261 900-901; for curriculum specifications for Chemistry 30, see SE 046 934.

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Chemistry; Foreign Countries; *Grade 12; High Schools; Science Education; *Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Chemistry 30 is a twelfth-grade chemistry course for students in Alberta, Canada. This document is a final test for the course. Both English and French versions of the test are provided. Intended for administration during June 1986, it contains 56 multiple-choice questions and three written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincal education department. (ML)

ED 273 490 SE 047 192

Doran, Rod, Ed.
Research Matters...to the Science Teacher. Volume 2, 1985.

State Univ. of New York, Buffalo. Faculty of Educational Studies.
SPONS. AGENCY- National Association for Research in Science Teaching.
PUB DATE- 85
NOTE- 10p.; For volume 1, see SE 047 191; for volume 3, in which research summaries are entered individually, see ED 266 957-961.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Science; Elementary School Science; Elementary Secondary Education; *Females; *Instructional Improvement; *Learning Strategies; *Questioning Techniques; Science Careers; Science Education; *Science Instruction; Science Laboratories; Secondary School Science
IDENTIFIERS- *Science Education Research

Suggestions for instructional improvement are offered to science teachers in this compilation of research summaries which addresses specific areas of science education. This series examines the topic areas of: (1) computer use in science instruction (reviewing five categories of computer use which focus on the learner); (2) the role of the laboratory in science teaching (providing theoretical perspectives and research findings which support the use of laboratory instruction); (3) females in science courses and careers (discussing significant factors for encouraging females in the sciences and also listing do's and don'ts for fostering equity); and (4) question usage in science classrooms (examining the types and purposes of teacher questions and suggesting ways for improving questioning behavior). (ML)

ED 273 537 SO 017 468

Green, Joslyn
Conversations: 20 Years in American Education.
Education Commission of the States, Denver, Colo.

PUB DATE- Jul 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Environment; *Educational History; *Educational Trends; Elementary Secondary Education; Foundations of Education; Interviews; Public Education; *School Responsibility; *School Role

Eleven influential individuals who have brought breadth of vision to their work in education answer questions and give comments on the next 20 years of education by looking back on the past 20 years. The panelists are: Alonzo Crim, superintendent of schools in Atlanta, Georgia; Russell Edgerton, president of the American Association for Higher Education; Harold Howe II, senior lecturer at the Graduate School of Education at Harvard; Francis Keppel, former United States commissioner of education; Clark Kerr, former president of University of California; Richard Lyman, president of the Rockefeller Foundation and former president of Stanford University; Diane Ravitch, historian of education and writer; Terry Sanford, former governor of North Carolina, and retired president of Duke University; Martin Trowe, director of Berkley's Center for Studies in Higher Education; Ralph Tyler, former director of the Center for Advanced Studies in Behavioral Sciences and chairman of the Exploratory Committee on the Progress of Education; Willard Wirtz, former U.S. Secretary of Labor. The chapter titles are: "Really Stretching and Other Changes"; "Society's Most Important Occupation"; "Students--Always Different, Always the Same"; "Resurgence of State Policy Making"; and "Constantly Building." In the remarks of the panelists, a great deal of general agreement is found on dominant themes, accomplishments, and challenges; complete unity, however, is not found. It is hoped that the conversations about continuity and change will stimulate further conversation, and help guide thinking about ways to improve education in the United States. (AG)

ED 273 581 SP 027 871

Evans, Blanche W.
Effect of Short-Term, High-Intensity Exercise on Anaerobic Threshold in Women.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cardiovascular System; *Exercise Physiology; *Females; *Performance Factors; Physical Fitness

This study investigated the effects of a six-week, high-intensity cycling program on anaerobic threshold (AT) in ten women. Subjects trained four days a week using high-intensity interval-type cycle exercises. Workouts included six 4-minute intervals cycling at 85 percent maximal oxygen uptake (VO sub 2 max), separated by 3-minute intervals of lower intensity cycling at 25% VO sub 2 max. AT and VO sub 2 max were assessed prior to and immediately following the 6-week program, and VO sub 2 max was reassessed weekly in the exercise group. A significant interaction effect was found for cycle ride time and for AT expressed in liters, mililiters, work rate, and as a percentage of max. Further analysis of the significant interaction effects revealed no significant pretest to posttest differences in any variable in the control group, while the exercise group showed significant differences in these variables from pretest to posttest. Results suggest that, in women, high-intensity cycling exercise significantly increases physical work capacity (cycle ride time) and AT measures without substantial changes in VO sub 2 max parameters. (Author/CB)

Lynch, Kathleen Bodisch
Effect Sizes of Programs Applying to the Joint Dissemination Review Panel.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Effect Size; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Meta Analysis; Multiple Regression Analysis; Predictor Variables; *Program Design; *Program Effectiveness; Program Evaluation; Program Proposals; *Program Validation; Success; *Validated Programs
IDENTIFIERS- *Joint Dissemination Review Panel

Educational programs and evaluations which were submitted to the Department of Education's Joint Dissemination Review Panel (JDRP), in order to be named validated programs, were studied to identify program characteristics associated with large versus small effect size. Effect size was calculated for 165 out of 232 submittals reviewed by JDRP from 1980 through 1983. Results indicated the largest variance in effect size was explained by content area (highest effect size in natural science and lowest in reading, language arts, and mathematics); and secondly, by reported annual operating funds (less than $100,000 had higher effect size). Other program characteristics related to large effect size were gifted participants, regular classroom setting, urban or suburban setting, and behavioral versus attitudinal or affective objectives. Lowest effect sizes were associated with handicapped audiences and special facilities. Locally developed tests, external evaluators, and randomized evaluation designs were associated with higher effect sizes. The combination of program and evaluation features which accounted for effect size were type of test, formula used to calculate effect size, type of objective, and evaluator affiliation. It was concluded that effect size data should not be interpreted simplistically; facile comparisons of the absolute values of effect sizes can tbe misleading. Several tables are provided. The appendixes consist of the JDRP Submittal Analysis Form as well as supplemental instructions for completing the form. (GDC)

ED 273 697 UD 025 062

Dixon, Heriberto
The Cuban-American Counterpoint: Black Cubans in the United States.
PUB DATE- 12 Mar 86
NOTE- 31p.; Paper presented at the International Symposium on the Cultural Expression of Hispanics in the United States (Paris, France, March 12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Blacks; *Cubans; Economic Status; Geographic Distribution; *Hispanic Americans; *Immigrants; *Racial Discrimination; Racial Relations; Social Status
IDENTIFIERS- Mulattoes

The term "Hispanics" as currently used in the United States is a gross oversimplification of the reality of a highly heterogeneous people. Among the many important variables that divide and subdivide the Hispanic population into distinctive and significant subpopulations are race, language, time of arrival in the United States, national origin, and minority status. The socio-economic profiles of Cuban Americans tend to approximate that of Americans more than that of fellow Hispanics. The most recent wave of Cuban immigrants came from Port Mariel, introducing a large non-white (black or mulatto) population. This particular subpopulation of Cuban immigrants which composes only approximately 10 percent of Cubans in the United States is analyzed in detail. The population's unusual characteristics put it in a sensitive position. Will it identify with black Americans or Cuban Americans? If it is rejected by both goups, will it develop its own marginal and polarized sub-community? Traditional patterns of Cuban immigration and settlement are discussed and tentative racial identification data on Cuban-Americans are presented. A list of 104 endnotes concludes the paper. (ETS)

ED 273 711 UD 025 080

Perez, Richie

The Status of Puerto Ricans in the United States.

SPONS. AGENCY- National Congress for Puerto Rican Rights, Philadelphia, PA.
PUB DATE- 1 Jun 85
NOTE- 13p.; Paper presented at the National Puerto Rican Convention (3rd, Philadelphia, PA., June 1, 1985).
AVAILABLE FROM- National Congress for Puerto Rican Rights, 160 W. Lippincott St., Philadelphia, PA 19133 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Community Organizations; Economic Opportunities; Educational Opportunities; Family Income; Health; Housing; *National Organizations; *Political Power; *Puerto Ricans; *Socioeconomic Status
IDENTIFIERS- *National Congress for Puerto Rican Rights

In the 1950s, Puerto Ricans in the United States began to consolidate to gain more political power, and over the next three decades, many organizations were formed for this purpose. The National Congress for Puerto Rican Rights (NCPRR) was created in the early 1980s to become a mass-membership, activist, civil and human rights organization. Through grassroots coalition-building with blacks and other groups, the NCPRR addresses problems relating to the economic, educational, social, and political status of Puerto Ricans. The governmental and industrial sectors which historically have been the primary source of jobs for Puerto Ricans are declining. Only 40% of all Puerto Ricans over 16 are now working, and Latinos as a group are highly subject to underemployment, family poverty, low educational attainment and a high dropout rate. About one-third live in physically inadequate or overcrowded housing conditions, and their health status is also low. The Puerto Rican community has been harmed by the Reagan Administration's reduction of government spending on social programs and lack of support for affirmative action, as well as the current rightwing political climate. Puerto Ricans must continue to develop the power they have displayed in recent elections. (KH)

ED 273 725 UD 025 096

McGriff, Deborah

Change in the Junior High Schools of a Decentralized School District.

PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA., April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decentralization; *Economically Disadvantaged; *Junior High Schools; *Program Effectiveness; *Program Implementation; Reading Achievement; *Reading Programs; *Research Utilization; Urban Education

The efforts of a large urban school district to apply research findings on effective elementary schools to improve the reading achievement of its low-income junior high school students were studied. The research objective was to create an ethnographic account of change. At the school district studied, the Comprehensive Reading/Language Arts Program (CRLAP) was developed to improve student achievement and instructional effectiveness by reducing educational fragmentation. The investigator served as a participant observer and examined the change processes involved as the CRLAP program was implemented. The researcher utilized two major approaches to social change: (1) a "stage model" perspective, and (2) an emphasis on the systemic factors that influence the change process (structures, processes, and outputs). Findings of the study indicated that CRLAP participation produced gains larger than non-participation produced, especially in the second year of implementation. No single conceptual model was found to explain or predict change structures and processes that would account for most of the variations in outcomes. More importantly, the study indicated that the commonly used models of change overlap and complement each other--which suggests that they can be fused into a single model. The remainder of this paper presents and describes this proposed model, and presents recommendations for school districts wishing to move beyond mere effectiveness to exceptionality and also makes recommendations for further research. A six-page list of references concludes this document. (KH)

Padia, William L.; Brandes, Barbara G.
Math and Science Training in California: The Response of the Teacher Education and Computer Centers.
PUB DATE- 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Evaluation; *Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; *Staff Development
IDENTIFIERS- *California; Mathematics Education Research

Fifteen Teacher Education and Computer Centers (TEC) were funded by the California State Legislature to provide staff development services to teachers and administrators in all areas of the curriculum, but especially in mathematics, science, technology, and other curriculum areas in which there are significant shortages of teachers. This paper presents an analysis of the mathematics and science staff development activities conducted by the TEC Centers. Included are discussions of (1) the dimensions of mathematics and science training; (2) the extent and nature of TEC mathematics and science training; (3) the pattern of training over the last three years; and (4) suggestions for increasing mathematics and science staff development. Sources of information included site visits, interviews, a survey of services, document analysis, and use of database records of training provided. In 1983-84 the TEC Centers provided very little training in mathematics and even less in science. Five reasons for this appear to be: lack of client demand; higher priority in other areas (computers, instructional supervision, methodology); lack of qualified trainers; lack of resources; and insufficient time to develop a plan. Six suggestions and additional comments on teacher retraining are also included. (MNS)

ED 273 552 SO 017 509

Holmes, Mark, Comp.
Models of the Relationship between Students' Achievement in School and Later Success.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Achievement; Educational Assessment; *Educational Objectives; Foreign Countries; *Role of Education; *School Effectiveness; Student Development; *Success; Values
IDENTIFIERS- *Canada

Success may be conceptualized within five major domains: academic, aesthetic, social, physical, and moral. The five domains may be further considered either within an individual or a societal dimension, depending on which party principally benefits. Finally, success can be further subdivided into two models; one being competitive, which is termed "zero-sum," and one noncompetitive, termed "additive." An example of the zero-sum model is the attainment of a place in a professional school (e.g., medical school), where success for one individual entails failure for another. An example of the additive model is the successful playing of a musical instrument, where the success for one person implies no loss for another. Every domain can be subdivided into four, varying by dimension, individual or societal, and by zero-sum or additive model. Most research tends to be in the academic and social domains, and is concerned with individual benefits according to zero-sum assumptions. Thus, although school effectiveness studies are concerned nominally with academic achievement, interest in that achievement is predicated on its relationship with success in postsecondary institutions, and, ultimately, with future social status, employment, and income. There is little research on the persistence of academic gains in later life. Research is particularly abundant on the relationship between success in school and success in postsecondary institutions and employment.

Aesthetic, moral, and physical success are not widely researched. (Author/BZ)

ED 273 597 SP 027 955

Hannaway, Jane, Ed.; Lockheed, Marlaine E., Ed.
The Contributions of the Social Sciences to Educational Policy and
Practice: 1965-1985.
REPORT NO.- ISBN-0-8211-0771-2
PUB DATE- 86
NOTE- 244p.
AVAILABLE FROM- McCutchan Publishing Corporation, 2940 San Pablo
Ave., Berkeley, CA 94702 ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Books (010)
DESCRIPTORS- Educational Philosophy; *Educational Policy;
*Educational Trends; Elementary Secondary Education; *Social
Change; *Social Sciences; *Sociocultural Patterns; Trend Analysis

An examination of social scientists' views on educational policy and practice over the last two decades may be useful to current reform efforts. Part one of this book reviews major social changes that have affected education during the past 20 years and that remain critically important today. Part two consists of papers by scholars who assess the work of their particular discipline and its contributions to a better understanding of education. The following subjects are addressed: (1) "The Family" (Diane Scott-Jones); (2) "Defining School Quality" (Bruce Fuller); (3) "Student Achievement" (Ruth B. Ekstrom, Margaret E. Goertz, and Donald A. Rock); (4) "Federal and State Policy" (Brenda J. Turnbull); (5) "On Social Psychology" (Doris R. Entwisle); (6) "On the Sociology of the Classroom" (Elizabeth G. Cohen); (7) "On Anthropology" (Frederick D. Erickson and Gary J. Bekker); (8) "On Organizational Studies" (Charles E. Bidwell); (9) "On Economics" (Mary Jean Bowman); (10) "On Historiography" (Geraldine Joncich Clifford); (11) "On Political Science" (Paul E. Peterson) and (12) "A Philosopher Looks at the Social Context" (Maxine Greene). (JD)

ED 273 613 SP 027 994

Ellerman, Gary
A Model for Integrating Global Education in a Teacher Education Program.
PUB DATE- Jul 86
NOTE- 20p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Awareness; Cultural Pluralism; *Global Approach; Higher Education; *International Relations; *Multicultural Education; *Program Development; *Teacher Education Programs

The need to establish teacher education programs which inculcate at least the basic principles of multicultural education has been recognized repeatedly by both the profession and governmental agencies which administer programs of elementary, secondary, and post-secondary education. What is crucial to this matter is the model selected by a given institution to meet this goal. It is suggested that no single model exists which is relevant in every given situation. Rather, each program must devise strategies and curricula which respond to basic objectives within the parameters set by available human and non-human resources. Further, a prime prerequisite is a firm commitment on the part of the administration and faculty in the institution to programs designed to internationalize the curriculum. A model program of global education at Radford University, Virginia, which expands emphasis on multicultural and international education, is discussed. (JD)

ED 273 628 SP 028 024

Deeter, Thomas E.; Gill, Diane L.
Determining Factor Structure in a Multidimensional Inventory.
PUB DATE- 15 Sep 86
NOTE- 25p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986). For related document, see SP 028 023.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Attitude Measures; College Students; Competition; Higher Education; *Measurement Techniques; *Personality Measures; *Research Methodology
IDENTIFIERS- *Sport Competitiveness Inventory

A two-step procedure is described and used to revise a multidimensional inventory in its developmental stages. First, the latent factors influencing the observed variables on the inventory are determined and justified using the following five methods: Kaiser's criterion, root staring, examination of difference values, examination of root mean square off-diagonal residuals and alpha coefficients. The second step, determining the factor pattern, consists of examining selected factor solutions for stability and simplicity of variables. Each of these methods is considered separately, and it is suggested that the conglomerate of methods be used in the initial stages of questionnaire development, with the final decision based on theoretical significance and parsimony. These procedures are illustrated with data from the initial form of the Competitiveness Inventory, a self-report, sport-specific achievement orientation inventory. The inventory was administered to physical education skills classes at the University of Iowa during spring semester 1984 (n=237), and again during spring semester, 1985 (n=218). Independent exploratory factor analyses were performed on each sample with the use of Statistical Analysis Systems (SAS) and Statistical Packages for the Social Sciences-X (SPSS-X). Results revealed a stable three-factor pattern across samples, and suggested that 25 of the original 32 items be retained for the revised version of the Competitiveness Inventory. (Author)

ED 273 643 TM 860 287

Statistical Abstract, Dade County Public Schools, 1984-1985.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Jun 85
NOTE- 167p.; This paper received the 1986 American Educational Research Association Division H award for Best School or School District Statistical Profile. For the accompanying profiles, see TM 860 286; for a previous edition, see ED 256 818.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Comparative Analysis; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Federal Programs; *Institutional Characteristics; *Outcomes of Education; Program Evaluation; School Districts; School District Spending; *School Personnel; *School Statistics; Scores; Special Programs; State Programs; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Dade County Public Schools FL

This document combines and consolidates the following statistical reports published separately prior to 1983-84: (1) "The Status of Education" (formerly the Superintendent's Annual Statistical Report); (2) "Selected Statistical Information--Individual Dade County Public Schools"; (3) "Ethnic Characteristics of Students and Staff"; and (4) "Comparative Staffing and Salary Statistics for Dade and Other Large School Systems." This report presents in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1984. Comparative studies between Dade County and the 20 largest school districts in the United States with regard to staffing levels, salaries and expenditure per pupil are included. This document is a districtwide overview intended to serve as a companion document to the "District and School Profiles, 1984-85." In addition, this report contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan. (JAZ)

Resta, Paul E.; Rost, Paul

CAI: A Model for the Comparison and Selection of Integrated Learning Systems in Large School Districts.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Comparative Analysis; *Computer Assisted Instruction; *Computer Literacy; Database Management Systems; Elementary Education; Elementary School Curriculum; *Evaluation Criteria; Instructional Material Evaluation; *Instructional Systems; Microcomputers; Program Evaluation; *Program Implementation; School Districts; Teacher Attitudes
IDENTIFIERS- *Albuquerque Public Schools NM; Education Consolidation Improvement Act Chapter 1; *Integrated Learning Systems

The Albuquerque (New Mexico) Public Schools conducted a three-year study of integrated computer-based learning systems, including WICAT, Dolphin, PLATO, CCC, and DEGEM. Through cooperation with the Education Consolidation Improvement Act Chapter 1 program, four large integrated learning systems (ILS) were purchased and studied. They were installed and implemented in 1984. Due to budget constraints, the PLATO program was dropped from the study. The DEGEM system will be evaluated during the second year of the project and is not included here. The primary application of the ILS was to provide Chapter 1 students with supplemental instruction in reading, language arts, and mathematics through computer assisted instruction (CAI). The evaluation compared the four systems' effectiveness. Aspects of the evaluation included the match between ILS, curriculum content, and standardized achievement test content; instructional and technical characteristics; documentation; management systems; diagnostic placement; programming; staffing and training; cost effectiveness; and student and teacher perceptions of value. Results indicated the CAI programs were under-utilized during their first year, largely due to staffing patterns. Mathematics impact was generally greater than reading. The importance of a full-time laboratory operator was repeatedly noted. (GDC)

ED 273 473 SE 046 934

Diploma Examination. Curriculum Specifications for Chemistry 30.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 11p.; For the June 1986 chemistry examination, see SE 046 933.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Course Descriptions; Course Organization; Foreign Countries; *Grade 12; High Schools; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Alberta

The major program components of the Chemistry 30 curriculum are outlined in this document. These key elements include: (1) process skills; (2) psychomotor skills; (3) attitudes; and (4) concepts (subject matter). Each of the components has been assigned an emphasis rating (expressed in a percentage) and a priority rating (designated by a ranking of high, medium, or low). (ML)

ED 273 506 SO 017 135

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume III, Numbers 1-3, 1982-83.
PUB DATE- 83
NOTE- 84p.; For other volumes in this series, see SO 017 133-137. Portions of document contain small or marginally legible print.
AVAILABLE FROM- Folksong in the Classroom, Laurence I. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($4.00 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Bibliographies; Discographies; Elementary Secondary Education; *Folk Culture; Humanities Instruction; Instructional Materials; Learning Activities; *Music Activities; *Music Appreciation; *Music Education; Popular Culture; Resource Materials; Revolutionary War (United States); Social History; *Social Studies; State History; United States History; United States Literature; *Vocal Music
IDENTIFIERS- California

The third volume of a newsletter for integrating folk music appreciation into elementary and secondary social studies, literature, and humanities courses, this publication contains three issues of the newsletter which together provide a compilation of folksongs from various historical periods and cultures. The first issue contains an article on how to use folksongs in seventh-grade social studies; a collection of 14 songs of the American Revolution, including background information and teaching strategies; a bibliography; and a checklist of free materials. The second issue contains an article on folksongs in the Ozarks today, a collection of 11 folksongs on the American Revolution, and a combined bibliography, discography, and listing of free materials. The third issue consists of a compilation of seven songs of the California gold rush; a combined bibliography, discography, and list of classroom activities; and two articles focusing on how to use folk songs in the classroom: "Folk Music in the Art Room" (Sandy Behrena), and "Folk Songs and Teaching Ideas about Noah's Ark" (C. Vidor). (LP)

ED 273 521 SO 017 405

Hantula, James
Basic Skills in Asian Studies: Japan.
PUB DATE- 86
NOTE- 68p.; For related documents on China, Asian Studies in general, and India, see ED 200 493-494 and SO 017 207.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Basic Skills; Critical Thinking; Foreign Countries; Learning Activities; Map Skills; Problem Solving; Reading Skills; Secondary Education; *Skill Development; *Social Studies
IDENTIFIERS- *Japan

This publication contains 20 learning activities for developing basic skills while teaching about Japan at the secondary level. The activities are self-contained and each consists of a short description, followed by a five-item true or false test and five open-ended questions for student practice. The learning activities are followed by a checklist and a test to be used as pretest and posttest evaluation devices, respectively. Five learning activities are provided for developing each skill. For developing skills in reading, the learning activities involve describing the emperor, diagraming the Ie (family system), classifying sources of information, using reference books and using continuing sources. The learning activities which develop skill in applying critical thinking involve students in analyzing first impressions of Tokyo, retelling comic stories, understanding why and how people smile in Japanese culture, interpreting company songs, and contrasting celebrations. To develop skills in interpreting geography, students analyze landscapes, draw inferences, interpret satellite images, distinguish among prefectures, and evaluate boundaries. Students develop skills in understanding the history of Japan by making a timeline, identifying turning points, interpreting disasters, determining chronology, and evaluating the past. A brief guide to the implementing of the learning activities is also provided. (SY)

ED 273 567 SP 026 403

Brown, Ann L.
Teaching Students to Think as They Read: Implications for Curriculum Reform. Reading Education Report No. 58.
American Educational Research Association, Washington, D.C.; Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 42p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
CONTRACT- 400-81-0030
GRANT- HD-05951; HD-06864
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Content Area Reading; *Critical Reading; *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Instructional Improvement; Intellectual Development; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Strategies; *Teacher Student Relationship; Teaching Methods

Reading comprehension skills can be taught effectively across the curriculum leading to enhanced critical thinking and reading skills, as well as improved performance in content areas. Skilled readers plan their approach to the task at hand, monitor their learning as they read, apply strategies to foster learning, evaluate, and if necessary, revise their approach to learning from texts. The best approach to creating independent readers is to guide them in acquiring strategies for attacking texts on their own. Instructional procedures that introduce strategies as they are needed in the context of actually understanding texts, where the strategies are demonstrated over time, and where the student is fully informed of the purpose of the strategy, produce long-lasting, significant improvements in reading comprehension scores. A description is presented of one such instructional program in which the techniques of expert scaffolding of materials and reciprocal teaching through dialogue are used. The dialogue includes spontaneous discussion and argument and four main comprehension-fostering activities: summarizing, questioning, clarifying, and predicating. Implications for curriculum reform in reading comprehension are discussed. A six-page list of references concludes the document. (JD)

ED 273 582 SP 027 882

Martin, David S.
Conceptual Level and the Hearing-Impaired Preservice Teacher.
PUB DATE- Aug 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Cognitive Style; *Hearing Impairments; Higher Education; *Preservice Teacher Education; *Student Teachers; Teacher Behavior
IDENTIFIERS- *Conceptual Level

A pilot study investigated the conceptual level of hearing-impaired preservice teachers as they experienced practicum work with hearing pupils. Eight hearing-impaired student teachers from the Gallaudet College undergraduate teacher education program were videotaped on two different occasions as they taught hearing pupils in public schools during a full-time practicum. Within 24 hours of the videotaping, a stiumulated-recall method was used to elicit student teachers' reasons for following certain classroom procedures. Categorized responses were then analyzed according to conceptual level (Grimmett, 1984). Results indicated: (1) a clear growth in abstract reasoning from subjects' pre-student teaching period (Spring 1984) to the time following their completion of this hearing-world practicum (Spring 1985); (2) 54** of the responses to interview questions on the first videotape were at a high (Level IV) conceptual level; (3) no real change in the percentage of high conceptual level responses to interview questions was found between the first and second videotaping; and (4) degree of hearing loss appears to have no relationship to the conceptual level of hearing-impaired student teachers' responses to interview questions about the reasoning behind their classroom actions. A five-page bibliography concludes the document. (Author/AA)

ED 273 671 TM 860 521

Minton, Henry L.

Lewis M. Terman and the "World" of Test Publishing.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Ability Grouping; Armed Forces; *Educational History; *Educational Testing; Elementary Secondary Education; Group Testing; Higher Education; *Intelligence Tests; *Psychological Testing; *Test Construction; Test Use
IDENTIFIERS- Otis Group Intelligence Scale; Stanford Binet Intelligence Scale; *Terman (Lewis M); Terman Group Test of Mental Ability; Test Publishers; *World Book Company

The association between Lewis M. Terman and the World Book Company is traced in order to gain insight about the role of test publishing in the testing movement. The test publisher assumes the position of an intermediary between the test developer and the educational administrator responsible for making decisions about test adoption. Terman began his association with World Book shortly after World War I. He had a major influence in directing the company to publish group ability and achievement tests, including the Otis Group Intelligence Scale, the Haggerty "Delta" series, the Terman Group Test of Mental Ability, the National Intelligence Tests, and the Stanford Achievement Tests--the first published achievement test battery. Prior to Terman's association with World Book, Houghton Mifflin published his Stanford Binet Intelligence Scale. He also served as an editor of a monograph series aimed at educating teachers and school administrators on the benefits of testing. Terman's association with World Book reflected his role as an advocate and defender of psychological testing. The company, itself, played an influential role in the educational testing movement. A list of 53 footnotes is appended. (Author/GDC)

ED 273 538 SO 017 469

Instructional Materials of the Federal Reserve System: Elementary, High School, College.

Board of Governors of the Federal Reserve System, Washington, D.C.

REPORT NO.- FRB1-50,000-1183C
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Banking; *Credit (Finance); Economics; Elementary Secondary Education; *Financial Services; Higher Education; *Instructional Materials; *Monetary Systems; *Money Management
IDENTIFIERS- *Federal Reserve System

This guide lists teaching packages, audiovisual materials, and resource materials produced and published by the Federal Reserve System that are specifically designed for teachers and can be adapted easily to classroom use. Materials are listed by intended audience level: elementary, high school, or college. Materials cited are ordered directly from the publishers and except where noted, multiple copies of all publications are available. Federal Reserve Banks also offer other educational services including tours and workshops. To assist the teacher in determining which Federal Reserve Bank services a particular region, a map outlining each Reserve District and a list of mailing addresses and telephone numbers have been included. (BZ)

ED 273 698 UD 025 066

Hawley, Willis D.; Rosenholtz, Susan J.
Achieving Quality Integrated Education.
National Education Association, Washington, D.C. Research Div.
PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (NEA members $3.95; nonmembers $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Desegregation; Cultural Differences; *Educational Quality; Elementary Education; Leadership Qualities; Parent Participation; *Racial Relations; School Community Relationship; *School Desegregation; Teacher Behavior

While desegregation is neither a necessary nor a sufficient condition for ensuring either equity or quality education for minorities, the evidence is convincing that it is "educationally more difficult" to improve student achievement in segregated schools. Desegregation offers the opportunity to enhance the quality of education, particularly when the definition of "quality education" extends beyond simply academic achievement. This paper describes the characteristics of schools and classrooms in which quality integrated education is most likely to occur. The conditions and practices that seem to differentiate academically effective schools from ineffective ones can be grouped into five categories: (1) teacher behavior and instructional practices, (2) leadership behavior and organizational characteristics, (3) learning environments, (4) learning resources, and (5) parent involvement. When school systems desegregate, changes occur in the community's attitude toward and relationship with schools; in addition, changes occur in the context and circumstances in which instructional and educational programs are presented. Increased attention must be directed toward parent involvement, school size, coherence of the curriculum, student discipline, the development of schoolwide norms which support achievement and order, and the other challenges of student diversity. (ETS)

ED 273 740 UD 025 159

Barnes, Annie S.
The Black Middle Class Family: A Study of Black Subsociety, Neighborhood, and Home in Interaction.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-932269-50-8
PUB DATE- 85
NOTE- 147p.
AVAILABLE FROM- Wyndham Hall Press, P.O. Box 877, Bristol, IN 46507 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Community; *Black Family; *Community Characteristics; *Family Life; *Middle Class; Neighborhoods; Residential Patterns; Social Behavior
IDENTIFIERS- *Georgia (Atlanta)

The results of an ethnographic study of black middle class families in Atlanta, Georgia, are presented in this 10-chapter book. Chapter 1 describes the author's reasons for conducting research in Atlanta and how she acquired contacts for reaching the specific population during the fieldwork stage (which occurred between September 1969 and July 1970). Chapter 2 discusses the research site and sample (a neighborhood consisting of 71 males and 91 females, with average household income of slightly over $25,000). The methods used for collecting private and public data are also described. Chapter 3 presents an overview of Negro residential patterns in Atlanta from 1860 to 1983, and analyzes their impact on public school mixing. Chapter 4 focuses on church activities within Atlanta's black subsociety. It compares the functions of two churches, several social organizations, and the Coordinating Council of Northwest Clubs, and relates them to the adaptation of blacks in society. Chapter 5 discusses social interactions within one neighborhood (called "Golden Towers"). Chapter 6 focuses on life within homes. Findings on home styles and furnishings, and their relationship to family life, are reported. Chapter 7 deals with the function of food patterns and ritual in Golden Towers. Chapter 8 assesses marital roles in the neighborhood, and Chapter 9 focuses on the interrelationships of parents and children, stepparents and stepchildren, siblings, and grandparents and grandchildren. Finally, Chapter 10 provides a general interpretation of the fieldwork. A six-page bibliography concludes the document. (KH)

ED 273 458 SE 046 918

Terwel, Jan
Mathematics for All: Between Dream and Reality.
PUB DATE- 6 Apr 86

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association, (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Research; Foreign Countries; *Mathematics Achievement; Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- Mathematics Education Research; *Netherlands

This article examines the effects of a secondary school mathematics curriculum. This curriculum has been developed by the Dutch National Institute for Curriculum Development (SLO). There are differences in how this curriculum is implemented in the classroom. There are striking differences in the learning results at pupil, class and school levels. Systematic instruction to the class as a whole is positively related to cooperation and task orientation in small groups. Task orientation is a relatively strong predictor of learning results as measured by the post-test. The conclusion is drawn that although in general the pupils make significant progress from pre-test to post-test, not all pupils attain a certain minimum level. Suggestions for improvements are provided. (Author/MNS)

ED 273 474 SE 046 935

Grade 12 Diploma Examination: Biology 30. June 1986. = Examen en vue du Diplome Douzieme Annee: Biologie 30. Juin 1986.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 78p.; For the January 1985 and June 1985 biology examinations, see ED 261 902-903; for curriculum specifications for Biology 30, see SE 046 936.

LANGUAGE- English; French

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Biology; Foreign Countries; *Grade 12; High Schools; Science Education; Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Biology 30 is a twelfth-grade biology course for students in Alberta, Canada. This document is a final test for the course. Both English and French versions of the test are provided. Intended for administration during June 1986, it contains 80 multiple-choice questions and six written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincal education department. (ML)

ED 273 491 SE 047 193

Pemberton, Dixie Ann
Response: Five-Year Plans of the Alliance for Environmental Education, 1985-1990.
Alliance for Environmental Education, Inc., Washington, DC.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Environmental Education; Long Range Planning; Organizational Communication; *Organizational Objectives;

Organizations (Groups); *Planning; *Professional Associations; Surveys
IDENTIFIERS- *Alliance for Environmental Education; *Environmental Education Programs

The expectations and plans of the Alliance for Environmental Education (AEE) for the years 1985-1990 are contained in this report. Discussion focuses on: (1) a description of the Alliance (including questions and answers based on what AEE's previous presidents expressed about the organization's accomplishments and activities); (2) AEE's five-year plans (identifying programmatic goals and tasks in the areas of internal and external communication, networks and organizational growth, and alliance staff and funding); and (3) pertinent information presented in three appendices (consisting of the Alliance's articles of incorporation, bylaws, survey plans and interview transcripts of past AEE presidents, and a listing of present organizations affiliated with the Alliance). (ML)

ED 273 614 SP 027 995

Rasheed, Mohammed A.
Teachers Education Development in the Arab Gulf States.
PUB DATE- Jul 86
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arabs; Developing Nations; Educational Resources; Foreign Countries; *Non Western Civilization; *Preservice Teacher Education; Socioeconomic Status; Teacher Attitudes; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- Arab Gulf States

In the first section of this paper, an overview of the teaching profession in the Arab Gulf States is presented. One of the most troubling problems in this area is that education has expanded rapidly, widely, and in an unprecedented manner. This phenomena is coupled with a great shortage of teachers for all subjects and specializations. This teacher supply and demand imbalance is exacerbated by the availability of better career opportunities in other fields. Descriptions are given in section two of the various types of institutions providing teacher preparation. Three kinds of institutes for teacher education currently coexist: teacher institutes (equivalent to secondary education); junior colleges and centers for qualifying teachers; and university colleges of education. In the final section of the paper, some of the suggested developments regarding teacher education and the teaching profession are discussed. The recommendation has been made that teacher education be unified by making preparation only within the university framework. There is also a call for colleges of education to focus more strongly on research and innovation. Dissenting viewpoints on these two suggestions are briefly considered. There appears to be agreement on the desirability of improving the social and economic status of teachers. (JD)

ED 273 657 TM 860 506

Garber, Herbert
A Competency-Based Testing Program: Program Evaluation from an Instructional Design Point of View.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; Graduation Requirements; High Schools; *Instructional Design; *Minimum Competency Testing; Needs Assessment; *Program Evaluation; State Programs; Test Construction; *Testing Programs
IDENTIFIERS- Instructional Systems Development; *Maryland Functional Testing Program; Rasch Model

In 1984 an evaluation team examined the Maryland Functional Testing Program (MFTP), a statewide competency-based, criterion-referenced testing program that was instituted to limit awarding of high school diplomas to those students who had earned scores above cut scores on a series of achievement tests. This article examines the procedures the state followed to ostensibly improve student attainment and compares them to the steps that an instructional system design/development model of instructional problem solution would require. It concludes that little worthwhile improvement in basic skills learning can be attributed to the testing and its associated curriculum augmentation programs. Effective procedures to improve instruction are described in a checklist manner by comparing Maryland's procedures with those required by the instructional systems development models. (Author/JAZ)

ED 273 712 UD 025 081

Stern, David; And Others
Reducing the High School Dropout Rate in California: Why We Should and How We May.
California Univ., Berkeley. Inst. of Governmental Studies.

PUB DATE- 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Employment Opportunities; High Schools; Program Effectiveness; *School Holding Power; Student Attitudes; *Student School Relationship
IDENTIFIERS- California

This report on the high proportion (25 percent) of California high school students who drop out is divided into five major sections. The first discusses the historical shifts in reform efforts to address, alternately, "relevance" and "excellence." It finds that high school students are now more bored and apathetic than committed to excellence, but they stay in school for instrumental reasons: to get better jobs, to get into college, etc. The second section focuses on students' reasons for withdrawing from school, common characteristics of dropouts, and the consequences of dropping out. School attitude is the major reason cited for leaving school, and students most likely to drop out are: Hispanic and black, from families with low socioeconomic status or where the father is absent, and often from families who have frequently moved from one school to another. High school dropouts are far less likely than graduates to attend postsecondary school or to be employed. The third section describes several programs offered by California school districts which have some expectation of influencing the decisions of youth to stay in school. These include continuation high schools, work experience programs, and independent study programs. The fourth section analyzes survey data to assess the effects of retention programs in students' decisions. The final section summarizes conclusions and offers recommendations which emphasize giving students a choice of commitments that demand active involvement and effort. A five-page reference list concludes the document. (KH)

ED 273 726 UD 025 097

Children and Families in Poverty: Beyond the Statistics. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 6 Nov 85
NOTE- 128p.; Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blacks; Economically Disadvantaged; Elementary Secondary Education; *Family Income; *Federal Government; Hearings; Hispanic Americans; *Low Income; *Poverty; Public Policy; Unemployment; Urban Problems; Welfare Services
IDENTIFIERS- Congress 99th

This document contains a transcript of a Congressional hearing on children and families in poverty. Testimony was presented by children and parents who described how they cope with or have overcome poverty, and by representatives of community service groups who work closely with poor families in the Washington, DC, metropolitan area. Also included are such documents as a fact sheet on children and families in poverty; an outline of services offered at Friendship House, a Washington, DC-based community program; reprints of three articles ("Helping the Poor Help Themselves," by Robert L. Woodson; "How to Stop the Miseducation of Black Children," by M. Carl Holman; and "The Role of the Family: An Overview," by Glenn C. Loury) and other materials. (KH)

ED 273 522 SO 017 406

Schnell, James
Organizational Culture and Conflict Resolution: A Study of a Greek Lettered Social Organization.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Decision Making; *Fraternities; Higher Education; *Interpersonal Communication; *Organizational Communication; *Peer Influence; Problem Solving; Social Cognition; *Social Control; Undergraduate Students

This field study suggests that there exists a direct relationship between an organizational culture and the conflict resolution communication approaches used within the organization. A collegiate greek lettered organization was chosen for study due to the strong identity such organizations generally promote. The organizational culture is defined through description of organizational culture elements such as: environment, values, heroes, rites and rituals, and the cultural network. The described culture is then used as a perspective from which the conflict resolution communication is interpreted. While voting was the established procedure for conflict resolution and decision making, an informal hierarchy of influence existed. Factors determining this influence are: physical size, a good wit, length of association, and office held in the fraternity. The one extensive period of contact with the fraternity was from March 1980 to August 1983. (SO)

ED 273 553 SO 017 510

Stimpson, Catherine R.; Cobb, Nina Kressner
Women's Studies in the United States: A Report to the Ford Foundation.
Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-26-7
PUB DATE- Jun 86
NOTE- 77p.
AVAILABLE FROM- Ford Foundation, Box 559, Naugatuck, CT 06770 ($3.50 plus $1.00 handling fee).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; Educational Opportunities; Higher Education; International Education; Relevance (Education); *Sex Differences; Sex Discrimination; Women Faculty; *Womens Education; *Womens Studies

Revealing the amount of work that has been done in women's studies since 1970, the report presents a view of women's studies as it exists today in the United States. The report's broad vision reflects the intellectual vitality and diverse characteristics of the current state of women's studies research, the recommendations for broadening the research effort, the consolidation of the gains made, and the strengthening of existing institutions. The theme of reforming higher education covers five basic topics which include: "The Development of Women's Studies," a tracing of the historical and diverse development of the women's movement and higher education; "Institutionalizing a Field of Study," a discussion of the problems and controversies of the academic status of women's studies in the university; "Women's Studies: Issues and Approaches" a presentation of the various paths and intellectual strategies that emphasize sexual differences and invariably obscure the vital recognition of differences among women; "Women's Studies Today: Achievements and Challenges," a highlight of the international gains to learn how women's studies have helped change public policy, opposition movements, and the efforts to integrate the studies into the curriculum; and "The Future of Women's Studies," a look at the status of women's studies in a middle period of consolidation and the needs which must be met in order to achieve full public understanding of the purpose and capabilities of the discipline. A note section and a selected bibliography are included. (TRS)

ED 273 598 SP 027 956

Tomlinson, Tommy M., Ed.; Walberg, Herbert J., Ed.
Academic Work and Educational Excellence. Raising Student Productivity.
REPORT NO.- ISBN-0-8211-1908-7
PUB DATE- 86
NOTE- 307p.
AVAILABLE FROM- McCutchan Publishing Corporation, 2940 San Pablo Ave., Berkeley, CA 94702 ($24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Educational Theories; *Educational Trends; Elementary Secondary Education; *Institutional Characteristics; *Social Change

The papers presented in this book were selected from some 40 papers commissioned by the National Commission on Excellence in Education. The papers provided the commission with background information for its deliberations prior to the preparation of its report entitled "A Nation at Risk: The Imperative for Educational Reform." The following papers are included: (1) "A Nation at Risk: Background for a Working Paper" (Tommy M. Tomlinson); (2) "Twenty-five Years of American Education: An Interpretation" (Joseph Adelson); (3) "The Changing American Child" (Herbert Zimiles); (4) "What Is Learned in Elementary Schools" (Thomas L. Good); (5) "Between Elementary School and High School" (Beatrice A. Ward); (6) "Public Secondary Schools in the United States" (Philip A. Cusick); (7) "Making the Grade in College in the 1980s" (William F. Neumann); (8) "Academic Work" (Walter Doyle); (9) "Children's Motivation to Learn" (Deborah J. Stipek); (10) "Alternative Conceptions of Intelligence and Their Implications for Education" (Richard K. Wagner and Robert J. Sternberg); (11) "Achievement and Quality of Student Effort" (C. Robert Pace); and (12) "A Nation at Risk: Retrospect and Prospect" (Herbert J. Walberg). (JD)

ED 273 629 SP 028 028

Thorpe, Jo Anne L.
Methods of Research in Physical Education.
REPORT NO.- ISBN-0-398-05174-7
PUB DATE- 86
NOTE- 308p.
AVAILABLE FROM- Charles C. Thomas, 2600 South First St., Springfield, IL 62794-9265 ($40.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- Computers; *Data Collection; *Evaluation Methods; Measurement Techniques; *Physical Education; *Research Design; *Research Methodology; *Research Reports; Statistical Analysis

Practicality is the hallmark of this physical education research manual. It focuses on applications with which investigators in this field typically are concerned; numerous examples clarify these points. All phases of research are covered, beginning with writing mechanics and style and a blueprint of the chapters that comprise the creditable report. A practical introduction to descriptive and inferential statistics follows, as does a guide to the range of data gathering techniques and research designs. The text specifically applies these various approaches to research in physical education. This manual also illuminates the bases for criticism and shows how to prepare abstracts, oral reports and prospectuses. Complementing this material are appendices concerned with tables, bibliographical aids, visual aids, scales, and the use of computers in research. (JD)

ED 273 644 TM 860 288

Districtwide Test Results, Spring 1985.
San Diego Unified School District, Calif.
PUB DATE- 85
NOTE- 12p.; This paper received the 1986 American Educational Research Association Division H award for Best Summary Report.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Grade 5; Grade 7; Grade 9; Intermediate Grades; Junior High Schools; *National Norms; Norm Referenced Tests; *School Districts; Scores; Standardized Tests; *Test Results; *Test Use
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Districtwide Testing Program (California); *San Diego Unified School District CA

Each spring students in fifth, seventh and ninth grades in the San Diego City Schools complete a series of tests as part of the annual Districtwide Testing Program. The Comprehensive Tests of Basic Skills (CTBS) are used to measure student knowledge of various broad areas of the curriculum. This bulletin presents results of student achievement in reading, language, and mathematics for 1982 through 1985. The results are given in median percentile ranks and are illustrated by tables and graphs for each subject by grade level and school year. Short answers are given to the following questions which are frequently asked about testing in the district: (1) Does the CTBS measure everything taught in San Diego schools? (2) What is a "standardized norm-referenced achievement test"? (3) How does San Diego City Schools use the CTBS results to help students? (4) If a student scores below the norm in reading, does that mean he/she is a poor reader? (5) Wouldn't it be worthwhile to try to teach all students to perform at or above the national norm? (6) What test results are being reported for schools? (JAZ)

ED 273 685 TM 860 622

Levine, Daniel B., Ed.
Creating a Center for Education Statistics: A Time for Action.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.; National Academy of Sciences - National Research Council, Washington, DC. Committee on National Statistics.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 87p.; A report of the Panel to Evaluate the National Center for Education Statistics.
CONTRACT- 300840164
AVAILABLE FROM- Committee on National Statistics, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Assessment; *Educational Policy; *Educational Research; Federal Programs; Longitudinal Studies; National Programs; National Surveys; *Program Evaluation; Program Improvement; Public Agencies; Research Design; *Research Problems; Resource Allocation; Standards; *Statistical Data
IDENTIFIERS- *National Center For Education Statistics; Timeliness

At the request of the Office of the Assistant Secretary for Educational Research and Improvement, the Panel to Evaluate the National Center for Education Statistics (NCES) was established in 1985 by the National Academy of Sciences. This report culminates an extensive two-year study of NCES and reflects the panel's broad view of the center's serious problems. The study had four major aspects: (1) to review, describe, and assess existing data quality and quality assurance processes; (2) to review, describe, and assess program content and services and procedures used for establishing priorities consistent with the Congressional mandate; (3) to review and assess the timeliness of data collected and disseminated; and (4) to identify issues hindering NCES in the successful accomplishment of its mission. The panel recognized that the center will require increased funding, but funding requests should be judged against the progress of the center in meeting standards; and reflect the expected expansion of data collection. The panel's comprehensive recommendations addressed the following areas: (1) mission, role, and responsibilities; (2) content and direction of data collection programs; (3) establishing a frame of reference; (4) the advisory council; (5) improving data quality (redesigning the elementary/secondary data programs, reducing error, and statistical standards); (6) timeliness; (7) staff and budget resources; (8) contracting out; and (9) publications policy. The panel recommended that serious consideration be given to abolishing the center and finding other means to obtain and disseminate education data if wide-ranging actions are not undertaken to change both the image and reality of the center. Appendices include the center's organizational structure and biographical sketches of panel and staff. (LMO)

ED 273 492 SE 047 194

Evans, Robert H.
Why Potential Science and Math Teachers Are Choosing Not to Teach--And What We Can Do about It.
PUB DATE- Apr 84
NOTE- 35p.; Paper presented at the Joint Meeting of National Science Teachers Association and the Association for the Education of Teachers in Science, (San Francisco, CA, March 26-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Careers; Higher Education; Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Science Education; *Science Teachers; Secondary Education; *Teacher Characteristics; *Teacher Employment; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *Science Education Research

The factors which discourage prospective teachers from pursuing teaching careers are examined in this study. College freshmen from a medium-sized engineering university in the Midwest were selected to participate in the investigation. Based on responses to a questionnaire, these students were grouped as "teaching oriented" and "non-teaching oriented." Reasons for not teaching given by the "teaching oriented" students (N=20) included, in order of priority: (1) low salary; (2) not wanting to do the typical things that teachers do each day; (3) concern for job security; (4) low maximum salaries after years of work; and (5) poor job availability. The findings of this study confirm concerns about the level of teaching salaries as a major deterrent to prospective teachers. It was also stated that increased guidance counselor encouragement might add to the number of "teacher oriented" students who would pursue teaching careers. Appendices contain the survey forms used in the study. (ML)

ED 273 507 SO 017 136

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume IV, Numbers 1-3, 1983-84.
PUB DATE- 84
NOTE- 84p.; For other volumes in this series, see SO 017 133-137. Portions of document contain small or marginally legible print.
AVAILABLE FROM- Folksong in the Classroom, Laurence I. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($4.00 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Bibliographies; Black Culture; Elementary Secondary Education; Females; *Folk Culture; Humanities Instruction; Instructional Materials; Learning Activities; *Music Activities; *Music Appreciation; *Music Education; Popular Culture; Resource Materials; Slavery; Social History; *Social Studies; United States History; United States Literature; *Vocal Music; Womens Studies
IDENTIFIERS- New England

This document contains three issues of a journal for elementary and secondary teachers which provide materials and teaching ideas for integrating folk music appreciation into social studies, literature, and humanities courses. The first issue focuses on women's songs. It contains eight folksongs, each accompanied by background information and teaching ideas; a short bibliography of women's songs; a checklist of free materials; classroom activities on women's songs; an article about motivating students with ballads, folk songs, and hymns; correspondence from readers, and indexes to songs, articles and resource materials contained in the previous three volumes. The second issue is devoted to songs of the sea. In addition to correspondence, a listing of free materials, and a bibliography, it contains a compilation of 14 folksongs under three categories: chanteys and chanteying, fo's'cle ballads, and fishing songs. An article, "Song, an Inalienable Right" (Mary Richards) is also included. The third issue focuses on songs of black people as they have been handed down from the days of slavery. It begins with an article by George Chilcoat on teaching about slavery through folksongs. Background information is given on the many varieties of black singing in the antebellum period, and 14 songs illustrating these varieties are provided. A bibliography on slavery and its songs concludes the document. (LP)

ED 273 539 SO 017 471

Cohen, Cheryl Bernstein

Teaching about Ethnic Diversity. ERIC Digest No. 32.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 4p.
CONTRACT- 400-86-0020
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cross Cultural Studies; Cultural Background; *Cultural Differences; Cultural Education; Curriculum Development; Elementary Secondary Education; *Ethnic Bias; Ethnic Groups; Ethnicity; Ethnic Relations; *Ethnic Studies; Integration Studies; Self Concept; *Social Studies
IDENTIFIERS- *Diversity (Groups); ERIC Digests

The ERIC digest examines the paradox posed to social studies educators by the new wave of immigrants and increasing ethnic diversity: namely, how do educators depict accurately and fairly the rich ethnic diversity of the United States and also teach core values of a common American heritage? With the underlying theme being the promotion of both unity and diversity, the digest discusses four aspects of the problem: (1) the meaning of education about ethnic diversity in the United States, which concentrates on core values; (2) reasons for its importance, which include enhancing students' self-concepts; (3) the place of ethnic diversity in the curriculum, which should permeate all levels; and (4) procedures for teaching about ethnic diversity in the United States, which suggest seven approaches, including unbiased examination, comparisons, positive interpersonal relationships, community resources, reading programs, and value reinforcement. A bibliography is included. (TRS)

Warries, Egbert
The Knowledge Base for Instructional Design.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). systems and
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; Educational Research; *Educational Theories; *Instructional Design; *Instructional Development; Relevance (Education)

The purpose of an instructional system is to bring about specific changes in the capabilities of individuals; that is, their potential performance of certain intellectual or motor activities. Achievement and attitudes of learners entering into instruction constitute the input of the system, while their change capabilities are the output. Because there are different ways to ask people to do a specific thing, designers may use different instructional activities for the same system function. Instructional theory describes the reality of instructional systems and theory must describe reality in such a way that hypotheses can be inferred and tested. The three corporate sources for knowledge about instruction are practice, empirical research, and deductive theory. It is questionable, with all the variables and different methods available, that there will ever be one integrated theory of instructional design developed, based solely on knowledge of human learning and functioning as a useful tool for designers of all types of instruction, or a yardstick for criticizing instructions developed by others. (CB)

ED 273 672 TM 860 523

McGuire, Michael D.

Identification of Students at Risk for Early Withdrawal: A Hierarchical Clustering Model.

PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; *Dropout Characteristics; Dropout Research; Factor Structure; Higher Education; *High Risk Students; *Persistence; *Potential Dropouts; Predictor Variables; Research Design; Two Year Colleges; Two Year College Students
IDENTIFIERS- Hierarchical Cluster Analysis

The hierarchical clustering technique was used to differentiate college dropouts from persisters, and to determine how student clusters differ from one another on relevant outcome variables. Subjects were 618 freshmen who entered a community college with the intention of completing a two-year associate degree. There were 432 persisters who returned for the last three semesters, and 186 non-persisters who did not. Four variables which were found to differentiate persisters and non-persisters were entered into a hierarchical clustering program (PROC CLUSTER in SAS): (1) age; (2) degree objective; (3) scores on writing placement tests; and (4) scores on mathematics placement tests. Five clusters were developed, according to academic readiness, performance, and persistence. Analysis of variance and chi square tests were performed. Dependent variables included age; sex; ethnic status; grade point average; placement test scores in reading, mathematics, and writing; and percentage of first semester courses completed. A comparison of the predictive value of the clustering technique and of placement tests indicated that clustering was not superior in diagnostic sensitivity or specificity. Although the distribution of persisters and non-persisters was significantly different across clusters, the hierarchical clustering patterns did not appear to have sufficient predictive validity as a screening method. (GDC)

ED 273 699 UD 025 067

Brown, Arthur
Pluralism--With Intelligence: A Challenge to Education and Society.
PUB DATE- Dec 84
NOTE- 16p.; Paper presented at the International Jerusalem Convention on Education "Uniformity vs. Diversity in the Cybernetic Age: Two Challenges to Education" (1st, Jerusalem, Israel, December 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Citizenship Education; *Conformity; *Democracy; *Democratic Values; Educational Change; *Educational Improvement; Politics of Education; Power Structure; Social Cognition
IDENTIFIERS- *Pluralism

With the rise of absolutism and determinism, conformity--the conformity generated by bureaucratized social institutions, entrenched economic and political interests, monopolized sources of information, and moral majoritarianism--has begun to pose a major threat to democratic community in America. This paper focuses on the conceptual relationships between diversity and democracy, between democracy and democratic community, and between democratic community and education. While diversity is a defining feature of a democracy, a common core of values is necessary to ensure community rather than a collection of disparate groups. Furthermore, an educational system capable of engaging the active participation of the young is vital to produce democratic citizens. Social intelligence can be developed only through responsible engagement in the school, the workplace, and all communities. In response to current calls for educational reforms aimed at promoting "excellence" in the schools, the paper recommends: (1) stemming the movement toward centralization of educational authority at the State and Federal levels, particularly with respect to the curriculum; (2) decentralizing school systems; (3) giving teachers, rather than professional administrators, the major responsibility for operating the schools; (4) developing more effective partnerships between parents and teachers; and (5) paying more respect to students as persons. (ETS)

ED 273 459 SE 046 919

Lash, Andrea A.
Portraits of Intermediate Science Classes.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 245p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biology; Case Studies; Classroom Environment; *Classroom Techniques; Grade 7; Instructional Improvement; Junior High Schools; Science Education; *Science Instruction; *Secondary School Science; *Teacher Characteristics; Teacher Student

Relationship
IDENTIFIERS- Science Education Research

Designed to examine the key factors that characterize effective science instruction, this particular volume of the Intermediate Life Science Study portrays the ways in which 11 teachers taught two topics in seventh grade life science. The participating teachers were volunteers from schools in the greater San Francisco Bay area and from the greater Salt Lake City area. Information obtained in the study consisted of: (1) initial student and teacher characteristics; (2) classroom process variables which included teachers' perceptions of and practices during instruction; and (3) outcome variables as measures of student knowledge, cognitive skills, and attitudes. A summary of teacher characteristics is provided as to: gender; highest degree; degree specialization; total years teaching; class size; and subject matter for the observed classes. Profiles are presented of the teachers' approach to the selected topics; examples of instructional activities are described that were employed in the classes. (ML)

ED 273 475 SE 046 936

Diploma Examination. Curriculum Specifications for Biology 30.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 16p.; For the June 1986 biology examination, see SE 046 935.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Course Descriptions; Course Organization; *Grade 12; High Schools; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Alberta

The major program components of the Biology 30 curriculum are outlined in this document. These key elements include: (1) process skills; (2) psychomotor skills; (3) attitudes; and (4) concepts (subject matter). Each of the components has been assigned an emphasis rating (expressed in a percentage) and a priority rating (designated by a ranking of high, medium, or low). (ML)

ED 273 568 SP 026 404

Cusick, Philip C.
The Effects of School Reform on the Egalitarianism of the Schools.
American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 22p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational Change; Educational Legislation; Educationally Disadvantaged; *Equal Education; Governance; *School Organization; Secondary Education;

*Socioeconomic Status; *Student Evaluation

Several reforms recently proposed for secondary schools and their impact on students and schools are discussed. One type of reform being proposed for secondary schools is aimed at students and at the schools' power to make sorting judgments about students. Examples of these reforms are differentiated diplomas, minimal competency tests for graduation, reduced electives, and increased academic requirements. Such changes affect the students who will have to comply with these reforms and also affect the structure of the schools by giving them increased power to make judgments about students. Another type of proposed reform is aimed at the organizational aspects of schools. Such changes include curriculum reorganization, itemizing what is to be learned, what students are supposed to accomplish, and how teachers and learning are to be evaluated. These processes will increase the number and power of administrators and supervisors, decrease the discretion of teachers and students, and increase the level of bureaucracy in schools. A more hierarchial, bureaucratically-governed educational structure is emerging. In such a situation, an increased number of judgments about students will be made, and it may be difficult to avoid lodging the more pejorative judgments against the economically poorer students. (JD)

ED 273 727 UD 025 098

Proceedings of a Conference on the Educational and Occupational Needs of Asian-Pacific-American Women (San Francisco, California, August 24-25, 1976).

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

PUB DATE- Oct 80

NOTE- 381p.; For related documents on Conferences on the Educational and Occupational Needs of Black, Hispanic-American, American Indian and White Ethnic Women, see ED 156 768, ED 157 961, ED 194 259 and ED 194 421.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Asian Americans; Educational Attainment; Ethnic Groups; *Family Life; *Females; Immigrants; *Pacific Americans; Public Policy; Social Science Research; *Socioeconomic Status; *Womens

Education

Papers presented at a 1976 conference on Asian-Pacific American women are collected in this report. Most are directed towards the purpose of the conference, which was to produce an agenda for research that will shape policy on Asian-Pacific American womens' educational and occupational needs. In addition to 14 papers, the report includes a general overview and outline of recommendations. The papers' titles (and authors) are: (1) "Keynote Address" (Juanita Tamayo Lott); (2) "Some Effects of Childrearing Practices on the Value Systems of Asian-American Women" (Fe C. Nievera); (3) "Mental Health Issues among Asian-American Women" (Reiko Homma-True); (4) Impediments to Asian-Pacfic-American Women Organizing" (Germaine Q. Wong); (5) "Asian Women in Professional Health Schools, with Emphasis on Nursing" (Fe V. Loo); (6) "Educational Alternatives for Asian-Pacific Women" (Dorothy L. Cordova); (7) "Chairperson's Report" (Setsuko Matsunaga Nishi); (8) "Immigration of Asian Women and the Status of Recent Asian Women Immigrants" (Canta Pian); (9) "The Effects of Asian-American Kinship Systems on Women's Educational and Occupational Attainment" (Masako Murakami Osako); (10) "The Early Socialization of Asian-American Female Children" (Lily Wong Fillmore and Jacqueline Leong Cheong); (11) "Economic and Employment Status of Asian-Pacific Women" (Pauline L. Fong and Amado Y. Cabezas); (12) "Social Mobility of Asian Women in America: A Critical Review" (Lucie Cheng Hirata); (13) "Elderly Pacific Island and Asian-American Women: A Framework for Understanding" (Sharon M. Fujii); and (14) "Asian Wives of U.S. Servicemen: Women in Triple Jeopardy" (Bok-Lim C. Kim). Two appendices include a list of participants and programs sponsored by the National Institute of Education on minorities and women. (KH)

ED 273 599 SP 027 957

Kansanen, Pertti, Ed.
Discussions on Some Educational Issues. Research Report 30.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-3635-5
PUB DATE- 85
NOTE- 129p.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Adult Education; *Educational Philosophy; *Educational Research; Elementary School Teachers; Elementary Secondary Education; *Foreign Countries; Secondary School Teachers; *Social Influences; *Teacher Education; Teacher Role
IDENTIFIERS- *Finland; Sweden

Educational issues in Finland and Sweden are addressed in the following papers: (1) "Teacher Training and the Official Teacher's Role" (Karl-Georg Ahlstrom and Maud Johnsson); (2) "Evaluation of Coercive Elements in Education" (Timo Airaksinen); (3) "Philosophy from the Viewpoint of Education" (Pertti Kansanen); (4) "Education of Secondary School Teachers and Research concerning Their Education in Finland" (Hannele Niemi); (5) "The Societal Determinant and an Assessment of Its Realization in the Revised Training of Class Teachers" (Arja Puurula and Kari Uusikyla); and (6) "Adult Education for Life Transitions" (Paula I. Robbins and Seppo Kontiainen) (JD)

Packard, Sandra, Ed.
The Leading Edge: Innovation and Change in Professional Education. Selected Papers from the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, Colorado, February 27-March 2, 1985).
American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO.- 0-89333-045-0
PUB DATE- 86

NOTE- 183p.
AVAILABLE FROM- AACTE Publications Sales, 80 S. Early St., Alexandria, VA 22304 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Innovation; Educational Policy; Higher Education; Leadership; *Organizational Change; *Professional Development; *Teacher Education Programs

Leading experts in the field of education addressing the 1985 annual meeting of the American Association of Colleges for Teacher Education, had as their common theme the topic of educational and organizational change in teacher education. The following papers were presented: (1) "Excellence in Teacher Education" (C. Peter Magrath); (2) "A Time for Beginnings" (Robert L. Egbert--The Charles W. Hunt Lecture); (3) "In Change Delight" (W. Ann Reynolds); (4) "Lead Me and Leave Me Alone" (Daniel E. Griffiths); (5) "Policy Issues in Teacher Education" (David C. Smith); (6) "Teacher Education and Teacher Testing: The Rush to Mandate" (Gregory R. Anrig); (7) "School Improvement: Common Knowledge, Common Sense, Uncommon Practice" (Ann Lieberman); (8) "Applying Perspectives from Organizational Theory to Change in Schools of Education" (David L. Clark, Judy Meloy); (9) "Disseminating Educational Innovations: Implications for a Workable Process" (Craig H. Blakely, James S. Fairweather); (10) "School Reform: Joining Context and Commitment" (Bernard R. Gifford); (11) "Redefining the Professional Development of Teachers" (Michael G. Fullan); and (12) "The Challenges of Change" (Robert L. Saunders). (JD)

Barro, Stephen M.; Lee, Joe W.

A Comparison of Teachers' Salaries in Japan and the United States.

SMB Economic Research, Inc., Washington, DC.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-222
PUB DATE- Sep 86
NOTE- 71p.
CONTRACT- 300-84-0265
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Economic Factors; Elementary Secondary Education; Foreign Countries; *Public School Teachers; Teacher Retirement; *Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *Japan; *United States

This comparative analysis of the salaries of Japanese and American public school teachers addresses these principal questions: (1) How does the level of public school teachers' salaries in Japan (measured in terms of teachers' purchasing power) compare with that in the United States? (2) How does the teachers' salary structure in Japan compare with that in the United States? and (3) How well are teachers rewarded relatively in the two countries compared with levels of income and output in each country and with the rewards available in non-teaching occupations? Specific data are presented on: (1) structure of salaries in Japan and the United States; (2) differences between the two countries on other conditions of teaching (qualifications, duties, and working conditions); (3) Yen-to-Dollar conversions; (4) comparisons of average salaries and recent trends; (5) the relationship of teacher pay to seniority; (6) teachers' salaries relative to general levels of economic activity; and (7) teachers' salaries relative to salaries in other occupations. (JD)

ED 273 645 TM 860 289

McKay, Arlene G.
A Follow-up Study of the Implementation of Recommendations from Evaluations of Six Dade County Public Schools Programs.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Dec 85
NOTE- 78p.; This paper received the 1986 American Educational Research Association Division H award for Best Report on Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admissions Counseling; Computer Science Education; County School Districts; Dropout Programs; Elementary Secondary Education; English (Second Language); *Evaluation Methods; Followup Studies; *Formative Evaluation; Inservice Teacher Education; Interviews; Language Proficiency; Limited English Speaking; *Program Evaluation; *Program Implementation; School Surveys
IDENTIFIERS- College Assistance Program; *Dade County Public Schools FL; Telephone Surveys

This study was designed to: (1) assess how evaluation recommendations have been addressed by decision makers and administrators; (2) examine the impact of evaluations on program development; (3) identify factors affecting the utilization of evaluation findings and recommendations; and (4) provide recommendations to enhance utilization of information for future evaluation by the Office of Educational Accountability (OEA). A sample of six program evaluations, representing the full range of OEA evaluation activities, was selected from those conducted during 1982-83 and 1983-84. Data were gathered by means of: (1) open-ended in-depth interviews with the evaluators and administrators involved in the six evaluations; (2) a telephone survey of school-level program staff of one of the six programs; and (3) a documentation review. The following recommendations were made: (1) institute procedures to follow up major evaluations after the final report; (2) involve administrators in a review of findings; (3) offer program implementers orientation and opportunity for input into the process; (4) increase the dissemination activities undertaken by OEA; (5) provide each school with a data summary; (6) establish a policy for preparing recommendations by OEA evaluators that incorporate effective criteria; and (7) incorporate into the OEA 1985-86 follow-up study an analysis of how administrators address and use evaluation information. Appendices include a description of the six selected evaluations, a table showing implementation status of recommendations from six evaluation reports, and an overview of the use of evaluations in education. (JAZ)

ED 273 658 TM 860 507

Becker, Betsy Jane
Asymptotic Distributions for Tests of Combined Significance.
PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Correlation; Effect Size; *Hypothesis Testing; Mathematical Models; *Sampling; Simulation; *Statistical Distributions; *Statistical Significance; Statistical Studies; Teacher Attitudes; *Test Theory
IDENTIFIERS- *Asymptotic Distribution; Convergence Theory; *Power (Statistics)

This paper discusses distribution theory and power computations for four common "tests of combined significance." These tests are calculated using one-sided sample probabilities or p values from independent studies (or hypothesis tests), and provide an overall significance level for the series of results. Noncentral asymptotic sampling distributions are derived for four combined significance tests (the method of "adding z's," Fisher's method of "adding logs," George's logit summary, and Edgington's mean-p method), and a simulation study is used to examine the accuracy of the distributions in finite samples. The paper also presents a noncentral asymptotic sampling distribution for z(p), the standard normal deviate associated with the one-sided p value, which is used to derive the distributions of statistics used in tests of combined significance. A data set from research on teaching is used to illustrate estimation of power of the combined significance tests to detect several plausible patterns of study outcomes. Recommendations are made for the use of the tests of combined significance. Appendix A presents notation for the results of studies using two-sample comparisons, and outlines how the distributions would be applied to such results. Appendix B provides a proof of the convergence theorem. (Author/JAZ)

ED 273 713 UD 025 083

Rutenberg, Taly
Jobs for the Disadvantaged: Local Programs That Work. A First Friday Report.
Full Employment Action Council, Washington, DC.
PUB DATE- 4 Apr 86

NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Economically Disadvantaged; Employment Opportunities; *Federal Programs; Government Role; *Job Development; *Labor Force Nonparticipants; *Local Government; Poverty; State Programs; Underemployment; *Unemployment

In the absence of Federal job initiatives, over 14 million people cannot find full or part-time work. According to a report issued by the Full Employment Action Council and the National Committee for Full Employment, they are casualties of shifts in the economy and of deficit spending that favors the affluent and the military over the poor and the jobless. Although some Federal support programs still exist, the Reagan Administration continues to seek to reduce and terminate key social programs. Federal job creation programs have been useful and effective in two ways: (1) in assisting the structurally unemployed to increase their earnings, maintain a permanent connection to the labor force, and bolster skills and work experience; and (2) as providers of useful community services and work in periods of economic hardship and high unemployment. To take up the slack of shrinking Federal initiatives, some states and local communities have designed effective employability programs. Their basic components are: specific targetting of the population in need; tailored service strategies; initiation and administration by a diversity of community leaders; and funding garnered from a multiplicity of sources. This paper concludes with case studies of three effective programs aimed at each of the three groups in greatest need (youth, hard-to-employ adults, and dislocated workers). Appendices provide unemployment statistics, an explanation of how jobless rates are determined, a brief overview of the Job Training Partnership Act, and policy recommendations. (KH)

ED 273 476 SE 046 937

Grade 12 Diploma Examination: Physics 30. June 1986. = Examen en vue du Diplome Douzieme Annee: Physique 30. Juin 1986.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 86

NOTE- 55p.; For the January 1985 and June 1985 physics examinations, see ED 261 904-905; for curriculum specifications for Physics 30, see SE 046 938.

LANGUAGE- English; French

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; Science Education; *Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Physics 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is a final test for the course. Both English and French versions of the test are provided. Intended for administration during June 1986, it contains 56 multiple-choice questions and four written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincal education department. (ML)

ED 273 523 SO 017 407

Thompson, Mark E.

Reason and Truth.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Curriculum; *College Instruction; *Critical Thinking; Educational Objectives; *Educational Philosophy; Higher Education; Problem Solving
IDENTIFIERS- Truth

The paper deals with the general concepts of reason and truth within education. A position is adopted to explain why reason needs considerably more attention, development, and exposure by educators to help counter the influence of pernicious, technical truths generated for society. Educators are chided a bit for becoming somewhat complacent and failing to stress reason as a dynamic approach for many serious problems. Historical examples and references to prominent individuals identify significant points. (Author)

ED 273 493 SE 047 196

Momentum toward Health.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.

PUB DATE- Nov 85
NOTE- 85p.; Colored photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Biomedicine; *Blood Circulation; *Cardiovascular System; Health Education; Health Needs; *Heart Disorders; *Human Body; *Medical Research; Medicine; *Physical Health; Physiology; Science Education; Scientific Research; Technological Advancement
IDENTIFIERS- *Lungs

Important new medical findings and advances in heart, lung, and blood research with goals of encouraging practical applications are presented in this supplement to the 12th report of the National Heart, Lung, and Blood Advisory Council. The findings are the result of a 10-year research program directed to the highest identified priorities in preventing and controlling heart, blood vessel, lung, and blood diseases. The collection of articles present the implications of recent advances for individuals and public health. These articles include: (1) from theory to practice--the biomedical research spectrum; (2) pathways to discovery (providing examples of serendipitous scientific breakthroughs); (3) function and failure--visualizing heart, lung, and blood disease; (4) era of technology (reviewing major advances in diagnostic techniques); (5) lifesavers--advances in medical treatment; (6) CPR--reviving the heart after cardiac arrest; (7) improving the outlook for children (8) health education/risk reduction--helping healthy children stay healthy; (9) prevention--Farmingham's legacy; (10) judging the news (offering guidelines for assessing media's portrayal of scientific breakthroughs); (11) looking ahead--heart, lung, and blood medicine in the year 2000; (12) research--how is it supported?; and (13) heart, lung, and blood disease--health and economic consequences. (ML)

ED 273 540 SO 017 474

Ross, E. Wayne; Hannay, Lynne M.

Practicing Critical Theory in Social Studies Preservice Education: Reconsidering the Role of Reflective Inquiry.

PUB DATE- 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Educational Strategies; Higher Education; Learning Strategies; *Preservice Teacher Education; *Social Studies; Teacher Educator Education; Teacher Improvement; *Teaching Methods; Teaching Models
IDENTIFIERS- Dewey (John); *Reflective Teaching; *Reflective Thinking

The purpose of the paper is to examine potential reasons for the lack of influence that reflective inquiry has had on social studies theory and to suggest an alternative perspective. The first two sections of the paper discuss the reasons for reflective inquiry's failure to impact on practice and include: (1) the interpretation of the inquiry model itself, which entails contradicting conceptions of Dewey's model such as the technical/procedural approach that has become rarefied with the steps of inquiry themselves emphasized over the process; and (2) the generally traditional practices of preservice teacher education, which hinge on the premise that teacher educators, while advocating reflective inquiry, do not practice this approach by example and do not furnish a laboratory where such practice is modeled, experienced, and reflected upon. The third section of the paper advocates the need to adopt a critical theory perspective in social studies education by exploring what a preservice program based on a critical theory of education might contain, emphasize, and encourage. Three strategies of critical discourse (focusing on the social construction of knowledge and the nature of social life; emphasizing analytical skills instead of technical proficiency; and highlighting generic theories of teaching with an examination of personal theories of action resulting from beliefs and past experiences) and implications for teacher education are discussed. The paper concludes that proper preservice courses can be translated into good teaching practices. A three-page list of references is included. (TRS)

ED 273 554 SO 017 535

Rudd, Joel
Commercial and Advertising Content in Free Consumer Curriculum Materials.
PUB DATE- 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; *Bias; Commercial Art; *Consumer Education; Elementary Secondary Education; *Instructional Material Evaluation; *Instructional Materials; *Marketing; *Merchandise Information; Merchandising

The results of the first systematic content analysis of free consumer curriculum materials indicate the extent to which such business sponsored materials are an advertising vehicle for their producers. The business sponsored materials in this sample of 116 items contain nearly twice as many advertising statements as the non-business materials. Reference to company and brand/model logos and names averaged 82 per item in the business sponsored materials. It is clear that these materials are largely vehicles for advertising and are not primarily intended to serve an educational function. Curriculum policy makers can no longer ignore the commercialization of their curricula through use of business sponsored materials. Efforts should be made to develop and disseminate to classroom teachers and policymakers improved guidelines for evaluating free consumer curriculum materials. (BZ)

ED 273 584 SP 027 934

West, Barbara H.; And Others
Color Coding Children's Fitness Performance.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Elementary Education; Higher Education; *Measurement Techniques; *Movement Education; *Physical Education; *Physical Fitness; *Student Motivation; Teacher Education
IDENTIFIERS- Childrens Health and Movement Program; *Color Coding; Utah

Operation CHAMP (Children's Health and Movement Program), a pilot cooperative effort between the Salt Lake City School District and the University of Utah, surfaced out of the need for schools to develop sound physical education programs and the desire of the university to establish a model program where it could train future physical education teachers, conduct inservice for district teachers, and complete research studies. The basic goals of the project are in harmony with current elementary and physical education philosophy concerning developmental needs of children, teaching methodology, and evaluation. The program centers around the idea that every child is a winner when the child does his or her best. Tasks and experiences are structured to allow for more successes than failures. Increased fitness levels and student motivation are major objectives of the program. Scores on "challenges" (rather than tests) are color coded for health fitness and motor performance goals. Profiles are created as a means of assessing the extent to which a child's health fitness and motor performance levels are being achieved. (CB)

Carlson, Robert E.
Field-Test Data vs. Real-Test Data.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Cutting Scores; Graduation Requirements; High Schools; *Item Analysis; Minimum Competency Testing; Occupational Tests; Performance Factors; *Pretesting; *Response Style (Tests); Sampling; Teacher Certification; *Test Construction; Testing Problems
IDENTIFIERS- Alabama High School Graduation Examination; Georgia Teacher Certification Testing Program

Field tests of test items are useful in developing cutting scores for important tests, such as teacher certification examinations and high school graduation tests, because they indicate test item quality and estimate future examinee performance. However, field test data may provide a faulty indication of examinee performance on the real test. Examinee performance is often better when the test counts than it is on the field test. Based on the field test for Texas's high school graduation test, it was estimated that about 25 percent of the examinees would fail both the English and mathematics tests. However, only nine percent failed the English test and twelve percent failed mathematics. For the Alabama High School Graduation Test, actual performance exceeded field test performance in 53 of 54 competency areas. With the Georgia Teacher Certification Tests, item p-values typically increased ten or more points from field test to real test. Actual failure rates on the Arkansas educator recertification test were also much lower than those of field test examinees. Factors which contribute to these differences include the representativeness of the field test sample, examinee motivation, examinees' preparation for actual tests, and examinees' ability to repeat actual tests. (GDC)

ED 273 460 SE 046 920

Mitman, Alexis L.; And Others

What Is Scientific Literacy? A Guidebook for Teachers of Life Science at the Intermediate Level. Intermediate Life Science Study Series, Volume I.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 33p.; For Volumes II and III, see SE 046 921-922.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biology; *Inservice Teacher Education; *Instructional Improvement; Intermediate Grades; Science Education; *Science Instruction; *Science Teachers; *Scientific Literacy; Secondary Education; *Secondary School Science

Designed to provide teachers with new knowledge about the goals of science instruction and practical recommendations for instructional practice, this first of a three part series of guidebooks specifically focuses on the topic of scientific literacy. The major objective of this guide is to introduce teachers to a working definition of scientific literacy and to support its importance in intermediate life science instruction. Ideas and inservice activities are discussed under the catagories of: (1) what is scientific literacy (explaining the five components of scientific literacy); (2) making good use of scientific literacy (reviewing methods and principles for integrating scientific literacy into the curriculum); (3) why is scientific literacy important (outlining the benefits of using scientific literacy goals); (4) summary (stating the objectives for the three guidebooks); and (5) recommended resources (including references from periodicals, books, and television). An appendix contains an additional example of the use of scientific literacy principles, training notes, and materials for overhead reproduction. (ML)

ED 273 508 SO 017 137

Scott, John A., Ed.; Seidman, Laurence I., Ed.
Folksong in the Classroom. Volume V, Numbers 1-3, 1984-85.
PUB DATE- 85
NOTE- 78p.; For other volumes in this series, see SO 017 133-136. Small type in portions of this document may affect legibility.
AVAILABLE FROM- Folksong in the Classroom, Laurence I. Seidman, 140 Hill Park Avenue, Great Neck, NY 11021 ($4.00 per volume).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- American Indians; Animals; Bibliographies; Discographies; Elementary Secondary Education; *Folk Culture; Instructional Materials; Learning Activities; *Music Activities; *Music Appreciation; *Music Education; Popular Culture; Resource Materials; Social History; *Social Studies; United States History; *Vocal Music; Wildlife
IDENTIFIERS- Pioneer Life; United States (West); Westward Movement (United States)

This document contains three issues of a journal for elementary and secondary teachers which provide materials and teaching ideas for integrating folk music appreciation into social studies, literature, and humanities courses. The first issue focuses on songs of the West. It includes 10 songs on the pioneers, the Indians, and the frontier. Also included are the articles "Folksong in the Art Room" (Sandy Behrend) and "You Gotta Hand It to 'em: Using Folk Instruments" (Bev and Jerry Praver); correspondence from readers; information and news on workshops and materials; an index of songs and articles from volume 4; and a discography. The second issue contains materials for teaching about the lumber industry. A total of 13 songs is accompanied by background reading, a bibliography, a discography, follow-up teaching ideas, and general news and correspondence. The final issue focuses on songs about animals and other living creatures. It contains eight songs, background information, teaching ideas, a questionnaire for readers, a listing of children's books about animals, an index of animal songs from back issues, and a book review. General news and correspondence are also included. (LP)

ED 273 524 SO 017 408

Catalog: Wilmington College Peace Resource Center. Revised Edition.
Wilmington Coll., OH. Peace Resource Center.
PUB DATE- Aug 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Conflict Resolution; Critical Thinking; Dissent; Elementary Secondary Education; Global Approach; Instructional Materials; Moral Issues; *Nuclear Warfare; *Peace; Postsecondary Education; Reference Materials; Resource Materials; Violence; World Problems

A bibliography of low-cost peace education resources for individuals and organizations, this catalogue lists audio-visual materials, archival materials, and books. The audio-visual materials and the books are grouped into some or all of the following categories: atomic bombings, nuclear war, the arms race, anti-war, civil defense, peace education, non-violence, the draft and conscientious objection, nuclear power, and miscellaneous materials. The range of materials available includes slides, tapes, guides, scripts, movies, and videotapes. Each annotation gives a brief description and rental fee. A section titled "Miscellaneous Books" has five selections, including: "The Child's Declaration of Rights and Responsibilities and The Declaration of Rights of the Child" and "The War Prayer" by Mark Twain. Additional non- print items, such as stationery, posters, and packets are included at the back, as is a December 1985 update of materials and a price correction list. Purchase and rental information are given on the inside front cover. (CBC)

ED 273 569 SP 026 406

Koehler, Virginia

Inside the Classroom.

American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 29p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Communication Skills; Decision Making; Elementary Secondary Education; *Teacher Effectiveness; *Teacher Role; *Teaching (Occupation)

An overview is presented of recent research that has improved the understanding of teaching, effective teaching functions, and the processes which can be employed to improve teaching. This research has been used by those writing national reports on education, and plays an important role for state policymakers who are considering legislation to improve teaching and teacher preparation, school districts implementing school improvement programs, and staff developers working with teachers to improve instruction. Brief summaries are offered on research findings on the topics of: (1) what is teaching; (2) the teacher as executive, classroom manager, and expert communicator; (3) collegiality among teachers; (4) the teacher as a clerical worker; and (5) the teacher as a potential researcher. The changing role of the teacher in today's society is also examined. A discussion is offered on research findings on effective teaching and exemplary teacher behaviors, as well as the characteristics of effective classrooms. In conclusion, some reflections are offered on how research can improve the quality of teaching. (JD)

ED 273 600 SP 027 959

Siegel, Donald

Interaction of Rate of Force Development and Duration of Rate in Isometric Force.

PUB DATE- 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Exercise Physiology; Females; *Force; Psychomotor Skills

A study attempted to determine whether force and duration parameters are programmed in an interactive or independent fashion prior to executing ballistic type isometric contractions of graded intensities. Four adult females each performed 360 trials of producing ballistic type forces representing 25, 40, 55, and 75 percent of their maximal voluntary isometric elbow flexor strength over five test days. During observation of the tests, duration of peak force and average rate at which force was produced were monitored and recorded. The data suggested that rate of force development and duration of force development varied inversely from trial to trial within different targeted force conditions. Furthermore, partial correlational analysis demonstrated that this relationship was independent of feedback from previous trials. It was concluded that some type of internal computation to adjust time and force parameters for one another takes place during the latency period occurring between when a subject decides to initiate a response and when the actual overt force is manifested. (Author/CB)

ED 273 686 UD 024 730

Young Volunteers in Action. Goal Accomplishment and Perceived
  Outcomes Evaluation. Supplemental Site Visit Report.
ACTION, Washington, D.C.
PUB DATE- Apr 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Community Services; Federal Programs; High
  Schools; Poverty Programs; *Program Effectiveness; Student
  Participation; *Student Volunteers; *Voluntary Agencies; Young
  Adults; *Youth Programs
IDENTIFIERS- *Action (Agency); Alabama (Alexander City); Florida
  (Gainesville); Louisiana (New Orleans)

This report presents the findings of an evaluation of goal accomplishment at Young Volunteers in Action (YVA) projects at three sites: ALexander City, Alabama; Gainesville, Florida; and New Orleans, Louisiana. First, a brief introduction describes the YVA program and discusses the evaluation approach. The next three sections present case studies of each site. A concluding section examines the projects' findings and primary effects. Generally, the evaluation found good goal accomplishment at the sites. Focus is placed on four major goals: (1) to mobilize the efforts of full- or part-time students, ages 14-22, in a focused and effective way, as volunteers (generally good accomplishment is reported); (2) to provide part-time or short-term service-learning (strong accomplishment at all three sites is reported; (3) to strengthen and supplement efforts to eliminate poverty and poverty-related human, social, and environmental problems (findings vary at each site, with accomplishment reported as poor at Gainesville and very strong at New Orleans); and (4) to create a sense of self-worth and civic pride (strong accomplishment reported at all three sites). Positive effects mentioned at the three sites involved the volunteers' acquisition of new skills, testing of possible career choices, and experiencing a job-like situation for the first time. An appendix describes the 37 individual volunteer workstations, volunteer activities, and recipients at the three sites. (KH)

Community Services: Block Grant Helps Address Local Social Service Needs. Report to Congressional Committees.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO-HRD-86-91
PUB DATE- May 86
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First 5 copies free; additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Block Grants; Community Resources; *Community Services; Federal Aid; *Federal Legislation; Federal Programs; Local Issues; Social Agencies; Social Services

The overall objective of this review was to obtain information on several issues raised in the Congress pertaining to the reauthorization of the Community Services Block Grant (CSBG) program. The information includes: (1) what CSBG funds are used for and whether CSBG-supported services duplicate other local social service programs, (2) what role CSBG funds have in the opinions of local service providers, (3) what impact terminating CSBG might have on the services provided by these local agencies, and (4) what the State and Federal roles are in administering CSBG. The report also contains two case studies of community action agencies (CAAs)--one rural and one urban--which describe the roles they have in their communities and how the issues raised during the reauthorization process could affect them. General findings based on field work in eight states and 16 local communities indicate that: (1) CSBG funds primarily support a variety of direct services but also fund administrative functions of CAAs; (2) CSBG-supported services satisfied unmet needs and complemented services offered by local social service agencies rather than duplicated them; (3) loss of CSBG funds (without replacement) would reduce staff, consolidate operations, and reduce or eliminate services; and (4) State and Federal involvement consists of various types of oversight and assistance. (ETS)

ED 273 477 SE 046 938

Diploma Examination. Curriculum Specifications for Physics 30.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 27p.; For the June 1986 physics examination, see SE 046 937.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Course Organization; Foreign Countries; *Grade 12; High Schools; *Physics; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Alberta

The major program components of the Physics 30 curriculum are outlined in this document. These key elements include: (1) process skills; (2) psychomotor skills; (3) attitudes; and (4) concepts (subject matter). Each of the components has been assigned an emphasis rating (expressed in a percentage) and a priority rating (designated by a ranking of high, medium, or low). (ML)

ED 273 616 SP 028 001

COTEP:A Cooperative Effort to Improve Teacher Education.
Coalition of Teacher Education Programs.
PUB DATE- Sep 86
NOTE- 116p.; For related papers commissioned by COTEP, see SP 027 919-925.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Admission Criteria; Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Improvement; Student Recruitment; Student Teacher Supervisors; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Coalition of Teacher Education Programs; *Indiana

The Coalition of Teacher Education Programs (COTEP) is a voluntary group of six Indiana universities: Ball State, Indiana State, Indiana University, Purdue, and the University of Evansville. This report from COTEP summarizes the recommendations made in nine commissioned papers on improving the education of teachers. These papers focused on topics of direct interest to schools of education, such as the recruitment of minority students, the use of case studies in teacher education, the liberal arts curriculum, and the placement of teacher education in general. The first section of the report deals with the recruitment, admission and retention phases of teacher education. The second section covers major concerns in the development of an effective curriculum for teacher education students. The focus of this section is on the three basic components of teacher education: general education, majors/minors, and professional education. In the third section, the establishment of effective field experience programs is discussed. The fourth section examines the role and responsibilities of university supervisors of student teaching. Induction of new teachers and teacher certification are the topics covered in the final section. Specific recommendations for the improvement of teacher education programs in each topic area are given, the rationale for each recommendation is presented, and suggestions are provided for implementing the recommendations. Appendixes include a list of the commissioned papers and a summary of the recommendations. A 15-page bibliography is also included. (JD)

ED 273 631 SP 028 042

Bradley, Curtis H.
Stress Management for Teachers: A Workshop Guide with Handouts and Transparency Masters.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Instructional Materials; Relaxation Training; *Stress Management; *Teacher Burnout; *Teacher Workshops

This module contains the outline, handouts, and transparency masters for a workshop designed to introduce teachers to stress management techniques, particularly through the use of peer support groups. The most effective format for this workshop is to present it as a three hour mini-workshop to a group of teachers who normally work together in the same school. It is essential that the physical and social setting of the workshop be relaxed and conducive to the personal and professional growth of the participants. Forms are provided for personal evaluation, and suggestions are made for avioding stress. A brief bibliography of suggested readings on stress management is included. (JD)

ED 273 659 TM 860 508

Rowley, Glenn L.
Application of Generalizability Theory to Observational Studies: Limitations.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Classroom Research; Correlation; Elementary Education; *Error of Measurement; *Generalizability Theory; *Interrater Reliability; Learning Disabilities; Mathematical Models; Observation; *Regression (Statistics)

Classroom researchers are frequently urged to provide evidence of the reliability of their data. In the case of observational data, three approaches to this have emerged: observer agreement, generalizability theory, and measurement error. Generalizability theory provides the most powerful approach given an adequate data collection design, but observational data provide an opportunity to obtain direct measures of the magnitude of measurement error in a way that is not possible with other kinds of data used in educational research. Two methods of assessing measurement error are demonstrated--by direct measurement and by regression estimates based on mean score. An example, using 105 primary children in self-contained classrooms, investigates the influence of classroom processes on the reading performance of learning disabled students. The argument is made that there is no one correct way of expressing the adequacy of data for all purposes; instead one must turn attention to the specific indicators of data quality that are most relevant to the intended use of the data. A table outlines indicators of adequacy of data. (Author/JAZ)

ED 273 714 UD 025 084

Filipino Immigrants in Hawaii: A Profile of Recent Arrivals.
Hawaii Univ., Honolulu. East-West Center.; Hawaii Univ., Manoa.
PUB DATE- Jul 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acculturation; Asian Americans; Community Attitudes; *Community Characteristics; Community Size; *Economic Opportunities; Educational Attainment; Ethnic Groups; *Immigrants; *Socioeconomic Status
IDENTIFIERS- *Filipinos; *Hawaii; Ilocano

This report describes some essential facts about recent immigrants from the Philippines to Hawaii, especially those who have come since the major changes in United States immigration laws of 1965. The data presented are taken from the existing literature and a recent survey of Filipino immigrants. Filipinos are currently the second largest group of Asians in the United States and are likely to become the largest group by 1986. They constitute the largest ethnic group in Hawaii, and more than half of the Hawaiian Filipinos were born in the Philippines. Filipinos are generally of lower socioeconomic status than either mainland Filipinos or non-Filipinos in Hawaii. The report focuses on Ilokano immigrants on Oahu, presenting data from a detailed survey conducted in 1981. Information is provided on characteristics of this community, reasons for coming to Hawaii, and economic and emotional adjustment. (KH)

ED 273 728 UD 025 114

Buffalo School Health Demonstration Project, 1983-84. Final Report.
Westchester Inst. for Human Services Research, Inc., Port Chester, NY.
SPONS. AGENCY- Erie County Board of Cooperative Educational Services, Buffalo, N.Y.
PUB DATE- 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Agency Cooperation; *Community Health Services; Elementary Education; *Health Education; *Health Programs; Health Services; Poverty; Preventive Medicine; Public Agencies; *Public Health; *School Health Services; Urban Problems
IDENTIFIERS- New York (Buffalo)

The Buffalo School Health Demonstration Plan is an innovative model program designed to expand and improve the delivery of health services and health education to school-age children attending Buffalo (New York) schools, with emphasis on lower socioeconomic youth. It seeks to develop a primarily preventive program that attempts to modify attitudes and health practices of students for long range benefit and to determine health status of students, arrange for remediation of problems, and assure appropriate response to injury and sudden illness. Essential features of the project structure are: (1) a collaborative, multi-agency approach to the provision of services and (2) functional and reciprocal links with community-based health care providers. Four interdependent components comprise an effective school health program: (1) school health education, (2) school health services, (3) parental education and support, and (4) community support services. This report begins with a description of each of these four project components and of the evaluation methodology. It then provides evaluation findings from 1980-1984. Appendices provide a glossary of terms, sample logs and forms, and materials used to evaluate health attitudes and knowledge. (KHW)

ED 273 555 SO 017 536

Zeldin, Michael

A Century Later and Worlds Apart: American Reform Jews and the Public School-Private School Dilemma, 1870, 1970.

PUB DATE- Jun 86
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Ethnicity; Ethnic Origins; *Jews; *Judaism; Private Education; *Private Schools; Public Schools; Religion; *Religious Education; *State Church Separation

Reform Judaism, the branch of Judaism most liberal in religious practice and most committed to adapting to the realities of modern America, has recently abandoned its opposition to Jewish day schools and has thereby signalled its acceptance of an alternative to public education. When the ancestors of these Reform Jews came to America in the middle of the nineteenth century, they were anxious to become part of American economic and social life. While ripe for acceptance of the public schools, many Jews initially rejected them and opted for either private Jewish schools or nonsectarian academies. But by 1870 changes in the public schools and among the Jews themselves, led to a solid consensus favoring public education. That consensus remained unchallenged until the 1960s which culminated in the establishment of the first two modern Reform day schools in 1970. This paper explores the events surrounding establishment of the unequivocal public school consensus among Reform Jews in the 1870s and its erosion beginning in the 1960s. Particular emphasis is placed on explanations focusing on religious influence in the public schools, issues of quality secular and Jewish education, and Jewish perceptions of how to fulfill Judaism's commitment to social justice. (Author)

ED 273 585 SP 027 936

Bialeschki, M. Deborah; Henderson, Karla A.

Recreation and the Returning Female Student.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Females; Graduate Students; Higher Education; *Leisure Time; *Participation; *Recreational Activities; *Reentry Students; Student Attitudes

This study evaluated the leisure attitudes and recreation participation patterns of a sample of returning female college students. Interviews were conducted with 36 full-time women students who had returned to graduate school after a five-year lapse in their formal training. The women placed a high value on the cognitive and affective aspects of their recreational activities. However, the score concerning their behavioral attitudes were lower, indicating that incongruity existed between what the women thought and felt about recreation and what they did in regard to their actual activities. The greatest barriers to recreation were related to limited time, work and school being the highest priorities; and too much daily stress. The returning students said they participated less in mass media, social, outdoor, sport, and hobby activities when they returned to school. The study suggested implications for those who may be programming for women who are returning to school. With the growing number of returning students, traditional student activity and sports programs may not be the best methods for supplementing the recreational needs of this group of students. (Author/JD)

ED 273 646 TM 860 291

San Lorenzo Valley Unified School District. Community Survey, Final Report.

San Lorenzo Valley Unified School District, CA.

PUB DATE- Dec 85
NOTE- 82p.; This paper received the 1986 American Educational Research Association Division H award for Best Report on Institutional Research.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Census Figures; Community Surveys; Elementary Secondary Education; Interviews; Needs Assessment; *Parent Attitudes; Research Methodology; Sampling; *School Districts; *Surveys
IDENTIFIERS- *San Lorenzo Valley Unified School District CA; *Telephone Surveys

The primary purposes of the survey were to assess community attitudes toward the San Lorenzo Valley (CA) Unified School District's schools and to determine the extent to which both the general public and parents of school-aged children perceived the schools as meeting their needs. Other purposes were to update a similar community survey conducted in 1981 and to compare San Lorenzo Valley residents' attitudes toward the public schools to national attitudes as measured by the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Survey design included intensive interviewer training, central location evening/weekend calling, a three-call design, continuous supervision, a systematic approach to answering respondent inquiries, double review of completed work, and team coding. Grades given to the schools, the Board and the staff were generally positive, with teachers receiving the best grades and the schools in general receiving the second best. Less positive responses toward the Board and the Superintendent are probably due in large part to higher "don't know" percentages. Opinion was evenly divided on whether the curriculum meets today's needs or should be changed to meet today's needs. Although Gallup data are not fully comparable, they suggest that San Lorenzo Valley may be closer to meeting community expectations in this regard than is schooling generally. Survey instruments, the narrative responses concerning discipline, and additional comments of the respondents are presented in the appendices. (JAZ)

ED 273 461 SE 046 921

Mitman, Alexis L.; And Others
How Is Intermediate Life Science Taught? A Guidebook for Teachers of Life Science at the Intermediate Level. Intermediate Life Science Study Series, Volume II.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 24p.; For Volume I, see SE 046 920; For Volume III, see SE 046 922.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biology; Class Activities; *Classroom Techniques; *Inservice Teacher Education; Intermediate Grades; Learning Activities; Science Education; *Science Instruction; *Scientific Literacy; Secondary Education; *Secondary School Science

Designed to provide teachers with new knowledge about the goals of science instruction and practical recommendations for instructional practice, this second of a three part series of guidebooks describes recent findings about intermediate science instruction with particular attention given to how teachers spontaneously use scientific literacy in their classes. Descriptions are drawn largely from the International Life Science Study (ILSS) which was conducted in 11 seventh grade life science classes. Observations and findings are reported about: (1) how time was used for different class activities (indicating the average percent of time devoted to major class activities); (2) how time was used for scientific literacy (examining how the five components of scientific literacy were used in the class activities of recitation and seatwork); (3) the way in which teachers use scientific literacy (presenting an example of how a teacher talked about the social historical context and societal impact of science); and (4) implications for increasing teachers' use of scientific literacy (discussing factors that may contribute to teachers' generally low use of scientific literacy). An appendix contains training notes and materials for overhead reproduction. (ML)

ED 273 478 SE 046 939

Grade 12 Diploma Examination: Mathematics 30. June 1986. = Examen en vue du Diplome Douzieme Annee: Mathematiques 30. Juin 1986.

Alberta Dept. of Education, Edmonton.

PUB DATE- 86
NOTE- 59p.; For the January 1985 and June 1985 mathematics examinations, see ED 261 908-909; for curriculum specifications for Mathematics 30, see SE 047 180.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Algebra; Foreign Countries; *Grade 12; High Schools; *Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Problem Solving; Secondary School Mathematics; Test Items; Trigonometry
IDENTIFIERS- Alberta

This is the final test for students in the twelfth-grade course Mathematics 30, offered in schools in Alberta, Canada. Intended for administration in June 1986, it is available in both English and French. It contains 52 multiple-choice questions and five written-response problems, with two-and-one-half hours allowed for completion. Approved calculators may be used. Scoring is done by the provincial education department. (MNS)

ED 273 494 SE 047 198

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 19, Number 1.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $8.00, $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Cognitive Processes; Computation; Computer Managed Instruction; Educational Research; Elementary Secondary Education; Estimation (Mathematics); Fractions; Lesson Plans; *Mathematics Achievement; *Mathematics Education; Mathematics Instruction; Matrices; *Problem Solving; *Research Methodology; Student Behavior; Time on Task
IDENTIFIERS- *Mathematics Education Research

This issue of the journal contains abstracts and critiques of 11 research reports. Three of the reports concern problem solving; the remainder pertain to the following topics: the impact of secondary schooling and secondary mathematics on student mathematical behavior; figural matrices; computer-video instruction in mathematics; equivalent fractions; counting and numerical estimation; cognition and time on task; effects of lesson format on the acquisition of mathematical concepts; and the influence of class ability level on student achievemet and classroom behavior. Mathematics education research reports and articles listed in "Resources in Education" (RIE) and "Current Issues to Journals in Education" (CIJE) for July-September 1985 are also listed. (MNS)

Laplante, Richard L.
Do You Mean What We Mean? A Catholic School Lexicon of Words Which Describe Christian Education in Alberta's Catholic Schools.
Alberta Catholic School Trustees' Association, Edmonton.
REPORT NO.- ISBN-0-88864-941-X
PUB DATE- 85
NOTE- 142p.; Requirements for the Doctor of Ministry degree, St. Stephen's College. For a companion publication, see SO 017 143.
AVAILABLE FROM- Publication Services, 4-166 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Vocabularies/Classifications (134) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Catholic Schools; *Definitions; Dictionaries; Elementary Secondary Education; Foreign Countries; *Religious Education; *Vocabulary
IDENTIFIERS- *Alberta

An evolving vocabulary has introduced new words and new meanings for old words into the vocabulary of Alberta's Catholic Schools. The following thirty words and phrases considered to be prime examples are discussed: blueprints, Catholic school, Christian, Christian morality, Christian values, church teachings, difference, ecumenism, faith commitment, faith community, family, hope, majority-minority, ministry of teaching, mission statement, morals, parents, parish, pluralism, practicing Catholic, reconciliation, religion, religious education, sacrament preparation, saints, secular, social justice, tolerance, values, and Vatican II. In each word some historical references, current practice, ecumenical dimensions and future uses are found. Catholic educators are encouraged to use the new words appropriately in conversation. The new words are meant to be a communication tool within the Alberta Catholic community, to serve the process of community building, and to serve as a wider ecumenical vehicle with other public, particulary Christians. References and suggested further readings are included. The book also contains a Catholic education mission statement. (AG)

ED 273 525 SO 017 410

Peterson, Fredrick E.
Teaching about East Asia in North Dakota Secondary Schools.
North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
PUB DATE- 85
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; Cultural Awareness; International Studies; *Non Western Civilization; Questionnaires; Secondary Education; *Secondary School Curriculum; *Social Studies; Statistical Analysis; Surveys
IDENTIFIERS- *Asia (East); *North Dakota

The current practice of teaching about East Asia in North Dakota schools was surveyed. From a list of 607 North Dakota social studies teachers, ranging from grades 7 to 12 in both public and private schools, a target sample of 266 teachers was administered a questionnaire. All regions of the states, with at least one teacher form each school, were represented. One hundred sixty-eight teachers (63%) responded, yielding information on the amount of teaching, kinds of materials, types of teaching activities, and teachers' perceptions and opinions on teaching about East Asia in the schools. Detailed, question by question, analyses of the data, with accompanying statistical tables are presented. The findings indicate that teachers in North Dakota secondary schools do discuss or teach about East Asia, most commonly in the history and geography classrooms; China and Japan were more likely to be taught than any other regions in East Asia, with the textoook being the dominant medium utilized. Implications of the findings were discussed. Appendices include the questionnaire, cover letter, and the geographic distribution of responses. (SY)

ED 273 541 SO 017 476

Woodward, Arthur

The Treatment of Recent U.S. History in Elementary School Social Studies Textbooks: A Case Study of the Breadth and Depth of Content Coverage.

PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Intermediate Grades; Minimum Competencies; *Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Preparation; Textbook Research; Textbook Standards; *United States History

The paper analyzes seven widely-used fifth grade social studies textbooks with the hypothesis that texts are unnecessarily loaded with poorly conceived instructional design features that often do not relate to content or skills and tend to minimize the primary function of the texts. Using present and future challenges facing the United States as a target topic, a detailed analysis uncovered a fairly traditional and standard treatment of history. However, the concepts of present and future are defined by only three themes--equality, environment, and space. Though attractively presented, a careful reading of the texts revealed a superficial and minimalist treatment of various concepts that was uninspiring. Despite the occasional appearance of well written and thoughtfully researched textbook sections the overall impression from these seven texts was one of mediocrity with no real point of view or controversy, leading to speculation that the texts were written without regard to the instructional and interest needs of fifth graders. The final analysis indicates that students may learn only a series of snapshots of events and topics, and may further find it difficult to articulate information or generalizations about their country. A brief list of references, including the Social Studies Series analyzed, concludes the paper. (TRS)

ED 273 601 SP 027 960

Bain, Linda L.
Risks of a National Curriculum.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; Curriculum Problems; Elementary Secondary Education; *National Programs; *Physical Education; Physical Education Teachers; Program Improvement; Teacher Attitudes
IDENTIFIERS- *National Curriculum

A national curriculum in physical education for the elementary and secondary schools will not solve the problems prevalent in current physical education curricula. In terms of feasibility, it is not clear that a consensus could be reached among physical educators or that a national curriculum could change local programs, or that it could be disseminated at the local level. A national physical education curriculum might be established through a state-by-state effort to develop curriculum regulations consistent with national curriculum guidelines, or perhaps accreditation standards could facilitate the implementation of a national curriculum. In terms of desirability of a national physical education curriculum, there is the technical question of whether such a curriculum, once implemented, could produce the desired results and also the moral/ethical commitments of the profession. Instead of working toward a national curriculum, physical educators should, on a local collective basis, collaborate to improve the quality of physical education programs in their area. (CB)

ED 273 632 SP 028 048

Educators as Lawmakers: A Directory of State Legislators from the Education Profession. 1986-87 Edition.

American Association of Colleges for Teacher Education, Washington, D.C.

REPORT NO.- ISBN-0-89333-041-8
PUB DATE- 86
NOTE- 142p.
AVAILABLE FROM- The American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Legislation; *Legislators; *Policy Formation; State Action; *State Legislation; State Surveys
IDENTIFIERS- *State Legislators

This directory includes data on more than 800 legislators who are enacting policy in their state capitols from the perspective of an educator. With occupation as the starting point, a summary was developed for each legislator from the education profession. These summaries include his/her chamber and party affiliation, address, telephone number, and, when available, alma mater and committee assignments. Statistical breakdowns by chamber, party and profession are provided for each state within the body of the directory. The appendixes include percentage breakdowns by chamber, party, and profession within the educational field; and a brief list of resources including state directories. (JD)

van der Ploeg, Arie J.; And Others

An Investigation into the Relative Effectiveness of Remediation Programs.

PUB DATE- 16 Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Core Curriculum; *Effect Size; Elementary Education; Evaluation Methods; *Evaluation Problems; Meta Analysis; Norm Referenced Tests; *Pretests Posttests; Program Effectiveness; *Program Evaluation; Regression (Statistics); *Remedial Programs; Testing Problems; Test Validity
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Normal Curve Equivalent Scores

The effectiveness of an Education Consolidation Improvement Act Chapter 1 program was studied in a large urban school district. A common problem in evaluating remedial programs is that pretest/posttest achievement gains often indicate the effects of the entire curriculum, rather than those specific to the remedial class. In this district, over 50,000 Chapter 1 students were enrolled in more than 250 elementary schools. A conceptually simple method was needed for studying the effects of the remedial program versus the core curriculum. School regressions, residuals, mean residuals for Chapter 1 students at each school, and a number of mean residuals were computed from a database containing pretest and posttest scores. Residuals from within-school regressions were used to model the effect of the entire curriculum. Each school's mean residual indexed the effectiveness of its own Chapter 1 program. Results indicated one-third of the school's mean residuals for Chapter 1 students were positive. A large correlation matrix of variables which might explain the variance patterns was not conclusive. Only a few variables were modestly correlated with the residuals. In addition, few of the explanatory variables correlated with each other as expected. Measuring teacher characteristics might have been helpful in this project. (GDC)

ED 273 701 UD 025 069

Wells, Lawrence C.
Minnesota K-12 Education: A Catalogue of Reform Proposals. A Summary Version. A Report of the CURA/College of Education Project on the Future of K-12 Education in Minnesota.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- 86
NOTE- 27p.; For the full report, see UD 025 070.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum; *Educational Change; Educational Testing; *Elementary Secondary Education; Mastery Learning; *Public Education; School Based Management; School Business Relationship; *State Legislation; Teacher Improvement
IDENTIFIERS- *Minnesota

This document summarizes a catalogue report of major Minnesota proposals issued over the past two years (through the end of the 1985 legislative session) for improving the quality of K-12 public education in the State. The document provides an overview of the themes and highlights from the proposals, following the topical order used in the catalogue. Topic areas include: curriculum, pedagogy, student testing, reform of the teaching profession, and establishment of school-business partnerships. Three different types of reform measures are discussed in a section giving an account of legislation passed in the Education Finance Omnibus Bill during the June 1985 special session; these measures are: "access to excellence" legislation, student learning and testing legislation, and legislation relating to the teaching profession. Also included are a bibliography from the full report, presenting complete citations for all the reform proposals; and an appendix, providing information about the 18 different organizations and other sources of the reform proposals. These sources are categorized and briefly described; their addresses and phone numbers are supplied. (ETS)

ED 273 570 SP 026 407

Hamilton, Stephen F.
Raising Standards and Reducing Dropout Rates: Implications of Research for Recent Secondary School Reform Proposals.
American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 32p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Academic Standards; *Dropout Prevention; *Dropout Programs; *High Risk Students; Individualized Instruction; *Nontraditional Education; Secondary Education; Vocational Education

Changes that might reduce dropout rates as high school graduation standards are raised are discussed. A review of research on successful dropout prevention programs reveals four common characteristics: (1) they separate potential dropouts from other students; (2) they have strong vocational components; (3) they utilize out-of-class learning; and (4) they are intensive in the sense of providing small group or individualized instruction, having low student/teacher ratios, and offering more counseling than ordinary schools. A brief examination of West German secondary schools, which emphasize the "dual system" of apprenticeship combined with part-time vocational schooling, helps identify and elaborate upon issues related to the first three characteristics. While differentiation among students may be a troubling practice because it can harm the achievements and self-evaluations of students identified as slower than average, the probable consequences of assignment to a lower group can be favorable. The practical, real life quality of vocational education is more comfortable and effective for marginal students than abstract academic education. Vocational education or manual training can serve as a vehicle for teaching academic and general skills rather than specific competence for employment. The assumption found in recent secondary education reform proposals that the classroom is always the best environment for learning is not supported by research. Marginal students who have not been successful in classrooms need planned opportunities to learn in other settings. (JD)

ED 273 586   SP 027 937

Stier, William F., Jr.
Physical Education Workload Policies, Practices and Procedures on the Junior/Community College Level--A National Inquiry.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Community Colleges; *Faculty College Relationship; *Faculty Workload; National Surveys; *Physical Education Teachers; Tenure; Two Year Colleges

Results of a national survey of two-year colleges on the subject of workload policies, practices, and procedures within departments of physical education are presented. Responses from a 26 item questionnaire were received from 165 department chairpersons, which constituted a response rate of 55 percent. Included among the topics covered by the questionnaire were questions on: (1) the existence of a workload policy (written or printed) at the institution; (2) amount of faculty input in creating workload policies; (3) faculty status and tenure opportunities for physical education teachers and coaches; (4) teaching workload of coaches; (5) extra compensation for increased workload; (6) hiring practices for staff members who have dual roles as coaches and physical educators; (7) major responsibilities of the physical education chairperson; and (8) evaluation techniques used within the physical education department. It is pointed out that there is a need for written workload policies that are established through the collegial approach with full faculty input and are implemented in a consistent fashion both within individual departments and within the institution as a whole. The survey questionnaire is appended. (JD)

ED 273 617 SP 028 004

Duttweiler, Patricia Cloud
Issues in Perspective. Critical Issues Papers 1-17.
Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 47p.; For a related document, see ED 272 511.
CONTRACT- 400-86-0008
AVAILABLE FROM- Publications Office, Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701

($5.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Ladders; *Incentives; Merit Pay; Organizational Change; Participative Decision Making; Stress Variables; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Motivation; Teacher Recruitment; Teacher Salaries; *Teaching (Occupation)

The papers in this collection are based on the document "Perspectives on Performance-Based Incentive Plans" and offer brief overviews of the following critical issues in education: (1) performance-based incentive plans; (2) needed organizational changes; (3) successful and unsuccessful teacher incentive plans; (4) compensation strategies and incentives; (5) teachers' salaries and benefits; (6) expecting incentive pay to improve teacher performance; (7) attracting and retaining qualified teachers; (8) lack of professional support systems; (9) the lack of opportunities for professional growth; (10) teachers sharing in decision making; (11) the stress of teaching; (12) the teaching career; (13) conceptions about the work of teaching that guide performance evaluation and staff development; (14) considerations in the development of an incentive system; (15) evaluation policies; (16) steps in planning and implementing a performance-based incentive system; and (17) recommendations for states that are considering performance-based incentive plans. (JD)

Jacobs, Lucy Cheser
Effect of the Use of Optical-Scan Sheets on Survey Response Rate.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Discipline; Elementary Secondary Education; *Optical Scanners; Public School Teachers; Questioning Techniques; *Questionnaires; *Research Methodology; *Surveys; Teacher Attitudes
IDENTIFIERS- Chi Square Analysis; *Mail Surveys; *Response Rates (Questionnaires)

The purpose of this study was to investigate the effect of using optical-scan sheets on the response rate in a mail survey. No empirical data were available on this question, but casual observation had indicated that many researchers are concerned about possible negative effects of using optical-scan sheets.

Questionnaires of two lengths and two answer formats were used. The total random sample of 200 public school teachers was randomly divided into four groups: short or long questionnaire with op-scan sheet for recording responses; short or long questionnaire with instructions to answer directly on the instrument itself. The results indicate that there were no significant differences in response rate for groups using the optical-scan sheets and those answering on the questionnaire or for the groups receiving questionnaires of different lengths. Furthermore, there was no significant interaction between length of questionnaire and answer format. It was concluded that researchers may have the convenience of optical-scan sheets without any negative effects on response rate. (Author)

ED 273 687 UD 024 738

The Chicago Project: An Alternative Resettlement Approach.
Refugee Policy Group, Washington, DC.

SPONS. AGENCY- United States Catholic Conference, Washington, D.C.
PUB DATE- 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Caseworker Approach; *Employment Services; *Financial Support; Immigrants; Public Agencies; *Public Support; *Refugees
IDENTIFIERS- Cash Assistance Programs; *Illinois (Chicago)

This document reports on a model refugee resettlement project implemented in Chicago by the United States Catholic Conference. The project was initiated to document the incorrectness of the claim that the current dramatic reduction in U.S. refugee admissions is necessary due to the purported high cost of resettlement. The project served all Catholic Charities primary resettlement cases arriving in Chicago from March through September, 1983, with particular attention given to employable refugees. Four hundred and twenty-one people were served of whom

246 were employable. Approximately 25 percent of the refugees were Assyrian, 25 percent were Polish, and 25 percent Rumanian; 21.5% were Southeast Asian. The project emphasized rapid self-sufficiency while providing case-management and cash assistance and employment services. Each of these areas is discussed in detail in the report, along with an analysis of the project's costs. The major findings are as follows: (1) within six months of arrival, 74% of employable refugees had jobs and only 8% were in the job market and unemployed; (2) only 2% of the clients served were using public aid by the end of the project, as compared to 34% of other Chicago refugees; (3) a substantial amount of sponsor support was located and took the form of financial assistance, aid in adjustment, and assistance in finding employment; and (4) total cash assistance costs were $146,302 for six months, as compared to estimated Illinois Department of Public Assistance costs of $264,808 for the same time period. Appendices include a description of the monitoring techniques for the project, copies of the various forms used by the project staff, and a table of costs and analysis of the cost methodology. (CG)

ED 273 715 UD 025 085

Roberts, Gary J.
Springfield Public Schools Chapter 636 Programs 1984-85.
Springfield Public Schools, Mass.
PUB DATE- Aug 85
NOTE- 401p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cultural Enrichment; *Educational Improvement; Elementary Secondary Education; Magnet Schools; *Program Effectiveness; *Racial Integration; School Attitudes; *School Desegregation
IDENTIFIERS- *Chapter 636 (Massachusetts); *Springfield Public Schools MA

This report evaluates Chapter 636 programs in the Springfield (Massachusetts) Public Schools in 1984-85. The overall goal of these programs is to improve the quality of education in a desegregated setting. The report is divided into twelve sections. The first presents a general overview of all the programs' effectiveness in meeting five general goals: (1) to improve basic skills achievement with emphasis on narrowing the gap between majority and minority students; (2) to increase the number of non-Hispanic students enrolled in District VI schools; (3) to improve gender and racial balance in the high schools; (4) to increase the participation of parents and teachers in the Chapter 636 process; and (5) to increase student integration. The next eight sections are devoted to evaluating different types of programs: academic (reading/language arts and mathematics); cultural awareness; foreign language; in-house suspension; magnet schools; science; and staff/curriculum development. The tenth section presents a special study of how Chapter 636 programs promote integration, reports that these efforts are quite successful, and makes recommendations for further improvement. The eleventh section provides results of the perceptions of principals, teachers, and parents. The final section summarizes the report. Numerous graphs and data tables to support conclusions are included. (KH)

ED 273 729 UD 025 117

Merry, Sally E.; And Others
The Children's Hearings Project Research Findings. A Summary Report.
Cambridge Family and Children's Service, MA.
SPONS. AGENCY- Massachusetts State Dept. of Social Services, Boston.
PUB DATE- 85
NOTE- 16p.; For the interim report, and the full research study, see ED 218 365 and UD 025 118.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Conflict Resolution; Court Role; Cross Cultural Studies; Family Characteristics; *Family Problems; Family Role; *Problem Children; Volunteers
IDENTIFIERS- Childrens Hearings Project MA; Massachusetts (Cambridge); *Mediation; *Status Offenders

Since 1980 the Children's Hearings Project (CHP) in Cambridge, Massachusetts, has offered status offenders and their families mediation as an alternative to the courts. This report describes CPH's origins and summarizes the results of an extensive research study conducted during the first 2 years of its operation. The key findings were: (1) mediation is most appropriate for cases involving stubborn and run-away children; (2) mediation introduces a new way of managing conflict between parents and adolescents; (3) mediation helps families learn new forms of dispute resolution despite long entrenched patterns of family conflict; (4) mediation can be adapted to take into account the unequal power of parents and children; (5) volunteer mediators can be trained to handle the complex family dynamics of status offender families; (6) parents and children were positive about the mediators; and (7) volunteer mediators in the United States differed from lay panel members in Scotland. It is argued that the findings point to the viability of dispute resolution techniques for status offenders and their families and could make it possible to divert large numbers of status offenders from the courts while creating alternative, structured setting within which family conflicts could be aired and resolved. Preferably, however, mediation should remain an adjunct to the court process rather than replacing it. (RDN)

ED 273 479 SE 047 180

Diploma Examination. Curriculum Specifications for Mathematics 30. April 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86

NOTE- 14p.; For a related document, see SE 046 939.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Educational Objectives; Foreign Countries; *Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Alberta

Curriculum specifications are given for one secondary school mathematics course. The percentage emphases of six components in the course are stated: trigonometry, 25%; quadratic relations, 22%; sequences, series, limits, 19%; statistics, 15%; logarithms, 9%; and polynomial functions, 10%. Objectives for each component are then listed, with their priority noted. (MNS)

ED 273 556 SO 017 538

Beins, Bernard C.
Computers as Teaching Tools: Some Examples and Guidelines.
PUB DATE- Oct 85
NOTE- 25p.; Based on a paper presented at the Annual Mid-America Conference for Teachers of Psychology (2nd, Evansville, IN, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Oriented Programs; *Computer Simulation; Computer Software; *Educational Technology; Higher Education; *Instructional Innovation; *Microcomputers; *Psychology; Teaching Methods

The use of computers in the classroom has been touted as an important innovation in education. This article features some recently developed software for use in teaching psychology and different approaches to classroom computer use. Uses of software packages for psychological research designs are included as are applications and limitations of computerized teaching tools. Advantages and disadvantages of word processing and statistics packages are described, and applications and recommendations for software use are presented. Two software programs which were specifically designed for instruction are reviewed. Psychworld, written for an introductory psychology class, is a fourteen set package involving a combination of graphics and text. Basic Electrophysiology is a home grown program for advanced students, consisting of a series of programs aimed at teaching the student how nerve action potential occurs. Basic Electrophysiology is to be used on an individual basis, whereas some Psychworld modules could be used for large audiences. Since many people are developing excellent software but not marketing it, a Clearinghouse for Teaching/Learning Activities in Psychology has been established at the University of Southern Indiana (Evansville) to encourage the use of computer-oriented teaching aids. Using software for teaching and learning processes requires the instructor to assess student needs and software quality. Increasingly student needs and wants can be met by appropriate hardware and software. Figures from Basic Electrophysiology, a listing of areas of psychology software developed for personal use, and an appendix which list programs written as teaching tools are included. (APG)

ED 273 647 TM 860 292

South Carolina Statewide Testing Program: 1985 Summary Report. Office of Research Report Series, Volume One/Number 81.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Jul 85
NOTE- 118p.; This paper received the 1986 American Educational Research Association Division H award for Best Report on Testing Results. For an earlier report, see ED 256 792, Appendices D and E contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Basic Skills; Disabilities; Educational Assessment; Elementary Secondary Education; Grade 4; Grade 5; Grade 7; Grade 10; Mathematics Tests; National Norms; Reading Tests; School Districts; Scores; *State Programs; *Testing Programs; *Test Interpretation; Test Results; Verbal Tests
IDENTIFIERS- *Comprehensive Tests of Basic Skills; South Carolina; *South Carolina Statewide Testing Program

The primary purpose of the Statewide Testing Program is to assess the achievement of 4th, 5th, and 10th grade students in South Carolina public schools. The results provide educators with information which facilitates the decision-making process at the State, district, and school levels. For the third consecutive year, Form U of the Comprehensive Tests of Basic Skills was used to measure achievement in the areas of Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies. Many cautions concerning interpretation of norm-referenced test results are discussed, including content validity problems, the inappropriateness of comparing schools or districts, the importance of socioeconomic influences on test results, and the dangers inherent in using the grade equivalent score. All 92 South Carolina school districts participated in the 1985 Statewide Testing Program. South Carolina student achievement levels were above the national average for Grades 4 and 10 and generally above the national average for Grades 5 and 7. The achievement scores in the three grades tested in both 1984 and 1985 improved considerably from last year. This pattern of progress is viewed as an indication of continuing improvement in the statewide instructional process. (Author/JAZ)

ED 273 495 SE 047 203

Elementary Mathematics: Alaska Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
PUB DATE- Aug 86
NOTE- 156p.; For the first edition, see ED 265 022; for secondary mathematics curriculum guide, see SE 046 322.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Elementary School Mathematics; Graphs; Mathematical Concepts; *Mathematics Instruction; State Curriculum Guides
IDENTIFIERS- *Alaska

This is the second edition of a curriculum guide for elementary school mathematics. It is one of a series intended to serve as a model for Alaskan school districts as they develop and review their curriculum documents. Listed are topics and concepts, learning outcomes and objectives, and sample learning activities. The learning activities are indicators of student progress toward the learning outcomes, with at least one sample activity to illustrate each outcome. The preface to this guide discusses the importance of mathematics and presents 14 goals. The topics/concepts and objectives/outcomes are numbered consecutively, which facilitates reference to specifics within this guide and cross-reference between guides. The sequence of topics/concepts is indicated by whole numbers for: sets and patterns, counting and numeration, whole number operations, fractions and decimals, fraction operations, measurement and estimation, geometry, math sentences, probability and statistics, problem solving, calculators and computers, integers, and ratio, percent and proportion. The guide is organized for grades 1-3, 4-6, and 7-8. Histograms of the cognitive levels of the learning outcomes are provided, showing the percentages of objectives at each level. (MNS)

ED 273 510 SO 017 143

Visions for the Catholic School: Blueprints Reader. Volume I, 1985.
Alberta Catholic School Trustees' Association, Edmonton.
REPORT NO.- ISBN-0-88864-942-8
PUB DATE- 85
NOTE- 122p.; For the accompanying lexicon, see SO 017 142.
AVAILABLE FROM- Publication Services, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Foreign Countries; *History; *Religious Education; Teacher Role
IDENTIFIERS- *Alberta

Designed to provide literature about the Alberta Catholic education community, this collection of six essays discusses Blueprints, a nickname for a process to develop programming for the future mission and ministry of the Alberta Catholic schools. The essays cover the following topics: Our History, Our Future (by Robert Carney); Christian Unity and Catholic Schools (by Barbara Rice); Our Mission: What Do We Believe? (by Richard Laplante); The Gospel-Centered School (by Ralph Himsl); Roles and Relationships in Catholic Schools (by Dan Garvey); and WHEXT (WHat nEXT) Blueprints (by Robert A. Schulz). The appendix includes an eight-page bibliography, mission statement, biography of contributors, and index. (AG)

ED 273 526 SO 017 418

Eckenrod, James S.; Rockman, Saul
Technology in a Curriculum for Citizenship.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 20 Jun 86
NOTE- 50p.; Paper presented at the Annual Conference of the Social Science Education Consortium (Stanford, CA, June 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Computer Assisted Instruction; *Computer Managed Instruction; Curriculum Research; *Educational Technology; Elementary Secondary Education; *Microcomputers; *Television
IDENTIFIERS- California; *Technology in the Curriculum Program

The implicit power of modern communications technologies to improve citizenship education is explored in this paper. The relationship between the use of educational technology and the effectiveness of social studies instruction are only beginning to be studied, and these inquiries have been focused more upon the "harder" science dimensions of the social studies, geography and economics, than on the "softer" areas of civic competency or citizenship education. After a brief review of the literature, the outcomes of projects designed to help teachers make better use of technology in social studies instruction are described. These projects, part of the Technology in the Curriculum (TIC) Program dealing with mathematics, science, and language arts, in addition to history-social science, were funded to help teachers use technology to enhance and extend their curriculum programs and to redirect the emphasis of the state's Teacher Education and Computer Centers (TECCs) from a concentration upon "computer literacy" for everyone toward the use of technology to improve instruction. (BZ)

ED 273 542 SO 017 477

Young, Brenda
Character/Citizenship Education: Pilot Study.
Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.
PUB DATE- Sep 83
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Elementary Education; Ethical Instruction; Humanistic Education; Laws; *Learning Activities; Moral Development; *Moral Values; *Social Studies; Social Values; Values Education
IDENTIFIERS- *Character Education Program; *Citizenship Education Program; Florida (Dade County)

To aid in the development of moral and ethical frames of reference necessary for citizenship in a democratic society, the booklet outlines 7 programs for K-6 students that present 19 concepts for affective education instruction in the areas of values, attitudes, and interests. Some of these include freedom, honesty, loyalty, responsibility, respect, and authority. Study of these concepts provides many opportunities for students to discuss abstract ethical issues, to observe individuals in law-related situations, to work with and evaluate laws and behaviors, and to pay particular attention to the consequences of those laws and behaviors. As components of the programs, character training and citizenship training complement each other to deal with ethics, morality, and values. Personal learning for this training is structured so children assimilate information and express their ideas. The seven programs are: Aware; Character Education; Education for Citizenship; Elementary Legal Framework; Jack and the Beanstalk; Law in a Free Society--Justice and Authority; and Developing Personal Values. Appendices include: an evaluation form with the survey results; objectives of each program; workshop agenda; list of program participants; a program comparison chart; and a 1986 program update. (TRS)

ED 273 602 SP 027 961

Chang, Moon K.
Effective Programming for Student Teachers in Special Education.
PUB DATE- Oct 85
NOTE- 14p.; Paper presented at the National Conference of the Society of Educators and Scholars (10th, Teaneck, NJ, October 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Courses; *Education Majors; Higher Education; *Preservice Teacher Education; *Program Improvement; Special Education; *Special Education Teachers; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience

Existing four-year teacher preparation programs for special education teachers can be improved in several ways through adjustments to the current curricular and experiential requirements. General and liberal education courses should be required and spread out over the entire undergraduate years (rather than concentrating such courses into the freshman year). During the freshman year, students should take courses in study skills, how to read research studies, and categories of exceptionalities. During the sophomore year, students must begin taking courses in their subject specialization, and then take curriculum and methods courses along with theory courses during the junior year. Adding more courses to an already overcrowded curriculum is not effective, but restructuring present courses may be. Mini-courses within a large course could be arranged for intensive study of a certain topic. In terms of teaching experience, freshman year students should begin visiting both regular and special education classes, and should begin participating in classroom teaching by their sophomore year. Simulation laboratories would provide good experience for the student teachers, who should be supervised by competent faculty and classroom teachers. Student competence must be measured throughout the teacher preparation program. (CB)

ED 273 633 SP 028 050

Duhon, Rose M.; Mouton, Alfread
An Investigative Analysis of High Dropout Rates in Louisiana Schools.
McNeese State Coll., Lake Charles, La.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; *High Risk Students; High Schools; *High School Students; Psychological Needs; Student Motivation; Teacher Education
IDENTIFIERS- *Louisiana

This research project was conducted by McNeese State University College of Education in the fall of 1985 to analyze the problem of high school dropouts in Louisiana. Supervisors of the 64 school parishes in the state's educational system received a questionnaire and were asked to make copies and randomly select at least ten high school dropout students in their respective parishes to complete the survey. Fifty-three parishes participated, with a return of 261 questionnaires. The results of the study indicate an overwhelming need for teachers to develop an improved level of sensitivity toward students' emotional needs as well as academic needs. There is a need for the educational system to prepare future teachers with strategies to deal effectively with the dropout problem by providing information on the characteristics of high risk students. A copy of the questionnaire is appended and an item-by-item analyses of responses is presented. (JD)

Ligon, Glynn; Jackson, Elaine
Linking Outcomes to Organizational Planning.
Austin Independent School District, Tex.
REPORT NO.- AISD-85-51
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Appendices are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; *Evaluation Utilization; Formative Evaluation; *Instructional Development; *Program Evaluation; Research Utilization; School Districts
IDENTIFIERS- *Austin Independent School District TX; *Linking Outcomes to Organizational Planning

Linking Outcomes to Organizational Planning (LOOP) was initiated during the 1984-85 school year in the Austin (Texas) Independent School District. LOOP was designed to ensure that evaluation, research, and informal findings became part of the instructional planning loop; to provide information to the Superintendent on progress toward priorities and to focus staff on the goals; and to provide a reporting format. Conditions for success included a clear mandate from the Superintendent, and designation of a key person to follow through and provide reports. LOOP procedures were integrated into established procedures. Findings for action were generated by diverse sources, including evaluation reports, construction progress reports, and committees. LOOP has ten steps: (1) identify relevant evaluation finding; (2) establish goal; (3) assign responsibility for meeting the goal; (4) identify means of achieving the goal; (5) update activity status and action required, using the data processing system; (6) have continual monitoring of progress by Office of Research and Evaluation (ORE); (7) ORE to make monthly and annual reports; (8) Superintendent and Cabinet to provide feedback regarding progress toward each goal; (9) Superintendent and Cabinet to declare that the goal has been met; and (10) Superintendent to report to Board and Public. Although a great deal of effort was involved, LOOP has been effective. About two-thirds of the document consists of an appendix containing monthly and other reports on LOOP activities for selected priorities especially those involving achievment gains and computers. (GDC)

ED 273 462 SE 046 922

Mitman, Alexis L.; And Others
How To Build Opportunities for Scientific Literacy into Your Curriculum. A Guidebook for Teachers of Life Science at the Intermediate Level. Intermediate Life Science Study Series, Volume III.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 26p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biology; *Classroom Techniques; Educational Planning; *Inservice Teacher Education; Instructional Improvement; Intermediate Grades; Learning Strategies; *Science Instruction; Scientific Literacy; Secondary Education; *Secondary School Science
IDENTIFIERS- Science Education Research

Designed to provide teachers with new knowledge about the goals of science instruction and practical recommendations for instructional practice, this third of a three part series of guidebooks provides guidance for teachers in incorporating the scientific literacy components into different scientific topics. A review is provided of the major components of scientific literacy and directives are outlined on how to use these components as an organizing theme within which the explaining of content takes place. Ideas and suggestions are offered for: (1) selecting a topic (providing guide questions in assessing the relating components of topic areas); (2) planning topic lessons (including guidance and a format for a daily activity plan and for outlining the major content concepts and relating concepts); (3) sharing the planning experience (proposing questions for group discussion); and (4) general guide for recitation lessons (recommending specific classroom procedures). An appendix contains training notes for inservice programs and materials for overhead reproduction. (ML)

ED 273 480 SE 047 181

Grade 12 Diploma Examinations Program. Mathematics & Sciences. 1986-87 School Year.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

PUB DATE- Aug 86

NOTE- 18p.; For the June 1986 chemistry, biology, physics, and mathematics curriculum specifications see SE 046 934, SE 046 936, SE 046 938, and SE 047 180.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Academic Achievement; *Biology; *Chemistry; Foreign Countries; *Grade 12; High Schools; *Mathematics Achievement; Mathematics Education; Mathematics Tests; *Physics; Science Education; Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Information about the diploma examinations in Mathematics 30, Biology 30, Chemistry 30, and Physics 30 that will be administered during January, June, and August 1987, is provided in this bulletin. Topics explained include: (1) general format of the examinations (stating the content, emphasis, and time allotments for the examinations); (2) examinations schedule (listing the calendar dates and times for the specific examinations); (3) preparation of the examinations (describing the review process);

(4) scoring of the examinations (specifying the required qualifications of the markers); and (5) descriptions of the mathematics, biology, chemistry, and physics examinations (explaining the content, blueprint, and distribution of questions by percentage for each of the examinations). Appendices present guidelines for significant digits, manipulations of data, rounding numbers and an explanation of cognitive levels. (ML)

McLaughlin, Milbrey Wallin
The Limits of Policies to Promote Teaching Excellence.
American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 29p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Professional Development; *Teacher Attitudes; Teacher Characteristics; Teacher Improvement; *Teacher Motivation; *Teacher Role; *Teaching (Occupation); Teaching Conditions

A major lesson of the past decade's education reform measures and school improvement efforts is that educational change of almost any stripe is a problem of the smallest unit. It is a problem that turns on the incentives, attitudes, abilities, and responses of those ultimately responsible for seeing that initiatives for improvement translate into improved educational services for students. Teachers teaching in classrooms is what education is all about. Teachers teaching in classrooms determine the eventual result of reform policies; consequently, the spate of present policies that take direct aim at the competence of the teaching force must be assessed against the reality of the task. That reality encompasses the context within which teachers teach, the incentives to support professional growth and commitment to a teaching career, and the factors that affect a teacher's ability to respond to incentives, to develop professionally, and to aspire to excellence in classroom practice. This essay undertakes such an analysis by looking at the context, incentives, and constraints of teaching and then by examining some of the most popular teacher reform policies against this reality. A three-page bibliography concludes the document. (JD)

ED 273 587 SP 027 938

Nutrition Education, Manual for Teachers. Health Education, Physical Dimension of Health.
New York State Education Dept., Albany.
PUB DATE- 79
NOTE- 122p.; For related health education manuals, see ED 206 596; ED 206 599; ED 191 846.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dietetics; Eating Habits; Elementary Secondary Education; *Health Education; *Nutrition Instruction; *Physical Health

This manual aims to provide teachers with nutrition information and guidance to facilitate nutrition learning experiences for chidren and youth. Parts one through four of the manual provide teachers of primary grades, intermediate grades, and junior and senior high school with an overview of nutrition education, the goals that teachers should strive to achieve, and basic nutrition concepts and understandings that the learners should develop. Part five, "Essential Nutrition Information," provides teachers with the basic nutrition facts the teacher needs to teach effectively and to deal with the questions that the learners are likely to ask. The appendixes provide a listing of sources of books and other literature, and learning/teaching aids that the teacher will find useful for detailed discussions about the ideas presented in the manual. A list of common misconceptions about food is included. (JD)

ED 273 661 TM 860 510

Nicholls, John G.
Adolescents' Conceptions of Ability and Intelligence.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability; *Adolescent Development; Adolescents; Educational Research; Elementary Secondary Education; Higher Education; *Intelligence; Intelligence Tests; *Self Concept; Self Evaluation (Individuals); *Student Attitudes; Student Motivation
IDENTIFIERS- *Effort

Adolescents' developing sense of competence is based on two domains, ability and intelligence. Intelligence testing generally presumes a conception of ability as current capacity that limits the extent to which effort can improve performance. Conceptions of intelligence, and other skills, involve implications about the nature of different forms of abilities. The products of acculturation are involved in the conception of intelligence. To assess conceptions of ability, students were asked to interpret a performance situation in which two people applying differing amounts of effort earned the same score. Results indicated the attainment of an adult-like conception of ability is accomplished during early adolescence, whereas adult-like conceptions of intelligence are established toward the end of adolescence. Impaired performance is likely in early adolescence when students feel likely to fail, feel incompetent, and believe ability is the same as capacity. When older adolescents and undergraduates were interviewed, three levels of intelligence affecting performance were recognized: (1) difficulty of the skills; (2) effortful acquisition of information; and (3) problem solving or creative ability. Verbal ability corresponded with crystallized intelligence and nonverbal ability with fluid intelligence. The value placed on these abilities and students' perceptions of their competence affects self-esteem. A two-page list of references is included. (GDC)

ED 273 688 UD 024 739

Forbes, Susan S.
Adaptation and Integration of Recent Refugees to the United States.
Refugee Policy Group, Washington, DC.
SPONS. AGENCY- EXXON Corp., New York, N.Y.
PUB DATE- Aug 85
NOTE- 50p.
AVAILABLE FROM- Refugee Policy Group, 1424 16th St., N.W., Suite 401, Washington, DC 20036 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Economic Factors; *Employment Patterns; English (Second Language); Ethnic Groups; Federal Programs; Immigrants; Job Training; Labor Market; Land Settlement; *Policy Formation; *Public Agencies; *Refugees

This booklet is an overview report on refugee integration and adaptation in the United States. The introduction discusses briefly the Refugee Act of 1980, and is followed by three sections of text. The first part summarizes information on the extent of refugee economic and social adjustment and analyzes factors that have facilitated and impeded refugee adjustment. This section includes information on patterns and types of employment, as well as factors which influence employment, such as household size and composition, public assistance policies, sponsorship, training programs, employment services, and economic conditions. English language proficiency and training are considered, along with the development of ethnic communities. The second section examines residency patterns and the impact of refugees on the communities they settle in. Issues of housing, State and local costs, Federal revenues expended, tax payments by refugees, and the impact on the labor market are discussed. The final section deals with the policy implications of the refugee situation. In conclusion, it is found that on the whole refugees are moving towards economic self-sufficiency and increasing their English proficiency, and that refugee organizations are growing to meet the needs of their clients. (CG)

ED 273 702 UD 025 070

Wells, Lawrence C.

Minnesota K-12 Education: A Catalogue of Reform Proposals. A Report of the CURA/College of Education Project on the Future of K-12 Public Education in Minnesota.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

PUB DATE- 86

NOTE- 139p.; For a summary version of this report, see UD 025 069.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Testing; *Elementary Secondary Education; Mastery Learning; *Public Education; School Based Management; School Business Relationship; *State Legislation; Teacher Improvement

IDENTIFIERS- *Minnesota

This catalogue discusses major Minnesota proposals over the past two years (through the end of the 1985 legislative session) for improving the quality of K-12 public education in the state. Following a 10-page summary is a legislative update which provides a picture of education reform as enacted by the state legislation, and connects some of the themes contained in the proposals with actual legislation passed during the 1985 special legislative session. The reform proposals are divided into the following topic areas: (1) curriculum, (2) pedagogy, (3) student testing, (4) teachers, (5) administrative and support staff, (6) school administration, (7) special populations, (8) school environment, (9) business-education partnerships, (10) funding, and (11) research and development. For each proposal a brief description is given, and basic premises and cost implications are indicated. A finder's matrix connects proposals to their specific sponsoring organizations. A bibliography presents complete citations from all the reform proposals and an appendix provides information about the 18 different organizations and sources of the reform proposals. These sources are categorized and briefly described; their addresses and phone numbers are listed. (ETS)

ED 273 716 UD 025 087

Ascher, Carol
Using Magnet Schools for Desegregation: Some Suggestions from the Research. ERIC/CUE Trends and Issues Series; Number 3.
ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 37p.
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Black Students; Community Involvement; Educational Environment; Elementary Secondary Education; *Magnet Schools; Migration; *Racial Balance; *School Desegregation; *Urban Schools; White Students

Following a brief discussion of the policies which have led to the focus on magnet schools as tools for both school improvement and desegregation, this paper brings together existing research in order to answer the following question: what is the best design for magnet schools to be the most effective for desegregation? Magnet schools have only a limited effect due to the small population which they serve; consequently, they must be part of a larger desegregation strategy. The current challenge for many urban schools will be to develop strategies to attract whites to historically black schools. Usually school features such as an image of excellence, a special curriculum, a charismatic principal, a good faculty, and an attractive facility draw white students. A high rate of community participation, comprehensive plans, clear-cut standards and definite timetables also enhance the possibility for effective desegregation. Creating and sustaining good race relations requires: (1) arrangements that minimize the visibility of low achievement and reward individual effort; (2) a faculty that emphasizes student social relations; and (3) structures that foster interracial contact by school staff and generate collective planning. Desegregation through any method is not merely a planning issue, but requires daily decisions which can either promote or prevent integration. Appendix includes bibliographic sources which provide guidelines for establishing desegregated and integrated magnet schools and three pages of references. (ETS)

ED 273 730 UD 025 118

Merry, Sally E.; Rocheleau, Ann Marie
Mediation in Families: A Study of the Children's Hearings Project.
Cambridge Family and Children's Service, MA.
SPONS. AGENCY- Massachusetts State Dept. of Social Services, Boston.
PUB DATE- 85
NOTE- 292p.; For the interim report and the research findings, see ED 218 365 and UD 025 117.
AVAILABLE FROM- Children's Hearings Project, 99 Bishop Allen Drive, Cambridge, MA 02139 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Conflict Resolution; Delinquency; *Family Problems; Family Relationship; *Problem Children; Program Effectiveness; Social Services; State Programs; Volunteers
IDENTIFIERS- Childrens Hearings Project MA; Massachusetts (Cambridge); *Mediation; *Status Offenders

This report evaluates the first 2 years of the Children's Hearings Project (CHP) which mediates in family conflicts involving rebellious and truant adolescents in Massachusetts. The report is divided into 11 chapters. Following an introductory chapter, chapter 2 describes staff, procedures, and mediator selection and training. Chapter 3 presents demographic information of the families who came to the CHP. It contrasts the families in mediation with those who are not. Chapter 4 describes the legal process called Children in Need of Services, and the typical approaches and strategies judges use in handling these cases. Chapter 5 describes the mediation process, and Chapter 6 outlines the issues in mediation and compares the process to court and counseling. Chapter 7 presents the families' view of mediation: their estimates of its effectiveness and its impact on communication and family functioning. Chapter 8 describes the characteristics of the mediators, their motivations, their perceptions of the families, and their understanding of the process. Chapter 9 compares the process by which the court and the CHP handle these cases and assesses mediation's impact on court caseloads. Chapter 10 compares the CHP with the role and work of the Children's Panels in Scotland. Chapter 11 summarizes the report and points out the implications for juvenile justice, social welfare policy, and the theory of mediation. A 22-item bibliography and 93 statistical tables are included. (KH)

ED 273 557 SO 017 540

Hyland, John T.

Teaching about the Constitution: Relationships between Teachers' Subject Matter Knowledge, Pedagogic Beliefs and Instructional Decision Making regarding Selection of Content, Materials, and Activities. Summary of Research Findings.

PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; Civics; *Constitutional History; Course Content; Junior High Schools; Junior High School Students; Secondary Education; Teacher Effectiveness; *Teacher Improvement; *Teacher Response; Teaching Methods
IDENTIFIERS- *United States Constitution

Importance of the Constitution as the supreme law of the land and the reported failure of the United States youth to have been genuinely educated about the Constitution raises questions regarding teaching. One concerns what teachers know about the Constitution and the other is what they believe about teaching. This study investigates these questions at a junior high school level, a setting where students are commonly taught about the Constitution. Teachers were studied as they taught the Constitution. Qualitative research and naturalistic observation methods were used. The study concludes that the difficulty in teaching about the Constitution is that the values and concepts essential to its fullest understanding require an individual act of contemplation and interpretation. The student must construct meaning in a manner which is different than learning simply that there is a Bill of Rights or that there is a separation of power. To comprehend the student must have the opportunity to learn in the presence of a capable teacher. The teachers in the study behaved in a rational manner and made decisions according to an explicit and implicit set of standards. On one hand the teachers honored the ideal and expressed high regard for the idea of teaching about the Constitution. On the other hand higher priority was given to keeping order and to "cover" United States history and to "go by the textbook." It is necessary for the teachers of social studies to have both scholarly knowledge of the subject matter and pedagogy, and training of such intensity that the teacher can routinely carry out a program of civic education. (APG)

ED 273 618 SP 028 005

Evertson, Carolyn M.; Smylie, Mark A.
Research, Training, and Practice: Outcomes and Implications for Staff Development.
PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Table 2 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Participative Decision Making; Policy Formation; *Program Development; *Research Utilization; School Districts; *Staff Development; *State School District Relationship; Teacher Improvement
IDENTIFIERS- Arkansas Classroom Management Training Model

Most recent initiatives to improve teaching may be characterized as top-down, compliance-oriented policies that seek to increase accountability and regulate different aspects of the profession. Little regard has been paid to the development of assistance programs at the state level that aim at building capacity among teachers and local school systems and that call for or allow significant discretion and involvement on the part of local teachers and administrators in policy development, adoption, and implementation. This paper describes the Arkansas Classroom Management Training Model, a state-level assistance program for teacher improvement that was developed through a collaborative effort involving the Arkansas Department of Education, local school systems, and an educational researcher. A description and a brief history of the program are presented, and research findings on the conditions necessary to the successful adoption, implementation, and continuation of educational innovations are examined in detail to explain the initial success of the program. A general model is presented that is based on the Arkansas model, for the development and implementation of staff development programs that link research, training, and practice. References, tables, and figures are appended. (JD)

ED 273 634 SP 028 051

Duhon, Rose M.; Chavis-Daniel, Debra A.
Human Sensitivity Enhances Student Retention in Higher Education.
PUB DATE- 85
NOTE- 22p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *College Students; Dropouts; *Economically Disadvantaged; Helping Relationship; Higher Education; *Minority Groups; *Psychological Needs; Sensitivity Training; *Teacher Student Relationship

This study explored the affective needs of minority and economically disadvantaged college students enrolled in developmental education courses in various universities in Louisiana, Alabama, and Texas. Three hundred and fifty-seven responses were received from a survey questionnaire seeking information on why these students were entering postsecondary institutions, reasons for decrease in motivational level, and factors that would encourage remaining in school. Personal information was also solicited. Results indicated a need for college professors to develop improved levels of sensitivity toward students' emotional needs as well as academic needs. Suggestions are made on curriculum, and a "Helping Skills Inventory" for college professors is outlined. An item-by-item interpretation of responses to the questionnaire is presented. The survey questionnaire is appended. (JD)

ED 273 496 SE 047 204

Secondary Mathematics: Alaska Curriculum Guide. Second Edition.

Alaska State Dept. of Education, Juneau. Office of Curriculum Services.

PUB DATE- Aug 86

NOTE- 206p.; For the first edition, see ED 265 023; for elementary mathematics curriculum guide, see SE 046 323.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; Calculus; *Educational Objectives; Geometry; Graphs; Mathematical Concepts; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Trigonometry

IDENTIFIERS- *Alaska

This is the second edition of a curriculum guide for secondary school mathematics. It is one of a series intended to serve as a model for Alaskan school districts as they develop and review their curriculum documents. Listed are topics and concepts, learning outcomes and objectives, and sample learning activities. The learning activities are indicators of student progress toward the learning outcomes, with at least one sample activity to illustrate each outcome. The preface to this guide discusses the importance of mathematics and presents 14 goals. The mathematics courses, with related topic/concept areas, are listed for: general mathematics, consumer mathematics, pre-algebra, algebra I, algebra II, geometry, trigonometry, pre-calculus, and calculus. Histograms of the cognitive levels of the learning outcomes are provided, showing the percentages of objectives at each level. (MNS)

ED 273 511 SO 017 171

Paul, Richard W.
Critical Thinking and the Critical Person.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Psychology; Convergent Thinking; *Critical Thinking; Epistemology; Heuristics; Higher Education; Logical Thinking; Piagetian Theory; Productive Thinking; *Social Studies; Teacher Education

The paper's purpose is to clarify and develop some theoretical and practical implications of the concept of critical thinking, and the field of social studies is used as one example of the problem. The work of four leading critical theorists (Robert Ennis, Harvey Siegel, Michael Scriven, and R. S. Peters) is described and a distinction is made between the holistic approach of most critical thinking philosophers and the general approach of most cognitive psychologists. A premise of the paper is that global insights into the obstacles to critical reflection, critical inquiry, and critical discussion on the part of students, teachers, and the general public are crucial to sound design of critical thinking instruction. Teachers, however, rarely grasp where and when the concept of free critical discussion is essential, what it means to conduct it, and what is required to empower students to pursue it with understanding and self-command. The origins of critical thinking in the Socratic ideal and the application of Piaget's model of the egocentric mind to uncritical thought are discussed. The paper concludes that if the need to develop long-term strategies for nurturing the development of teachers' own critical powers and passions is ignored, the emphasis on critical thinking will be a passing fad. The issue is discussed in five sections: (1) "Rational and Irrational Learning"; (2)"Thinking Critically in the Strong Sense"; (3)"The Egocentrically Critical Person"; (4)"The Sociocentrically Critical Person and the Ideal of a Critical Society"; and (5)"Social Studies and the Fostering of Rational Belief." (TRS)

ED 273 527 SO 017 420

Ediger, Marlow
Teaching the Social Studies: A Collection of Essays.
PUB DATE- 86
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Citizenship Education; Computer Uses in Education; Continuing Education; Cultural Education; Curriculum Guides; Curriculum Problems; Elementary Secondary Education; Essays; Evaluation Methods; Instructional Effectiveness; Instructional Improvement; Learning Strategies; Religious Education; *Social Studies; *Teacher Education; *Teacher Effectiveness; Values Education

The collection of 18 essays is intended to provide the educator with an understanding of specific aspects of social studies instruction and education in general. The essays include: "Objectives and Learning Experiences in the Social Studies"; "Studying Trends in Society"; "Social Studies: Process versus "Studying Trends in Society"; "Social Studies: Processes versus Products"; "Criteria, Software, and the Microcomputer"; "Games and the Microcomputer"; "Social Studies and the Learner"; "The Pupil, Religious Beliefs, and the Curriculum"; "Minority Groups, the Pupil, and the Curriculum"; "Citizenship Education and the Basics in the Curriculum"; "Issues in the Social Studies Curriculum"; "New Disciplines in the Social Studies'; "Myths in Education"; "Values Clarification and the Curriculum"; "Values and Issues in Society"; "Formative and Summative Evaluation"; "Unit Teaching and the Evaluation Process"; "Humanism in the Curriculum"; and "Assessing Pupil Achievement." Most of the essays contain references. (TRS)

ED 273 543 SO 017 481

Nuclear Arms Education in Secondary Schools.
Stanley Foundation, Muscatine, Iowa.
SPONS. AGENCY- Indiana Univ., Bloomington. Social Studies Development Center.; Johnson Foundation, Inc., Racine, Wis.; National Council for the Social Studies, Washington, D.C.
PUB DATE- Feb 85
NOTE- 25p.
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Development; Disarmament; International Relations; National Security; *Nuclear Warfare; Peace; Secondary Education; *Secondary School Curriculum; Social Studies
IDENTIFIERS- Nuclear Deterrence; Nuclear Freeze; *Nuclear Weapons

The conference-based report is designed to help secondary school educators with the difficult and important task of deciding how and what to teach about nuclear arms and national security. The booklet intends to build a rationale and to develop a context or framework to assist in selecting approaches, teaching strategies, and appropriate materials for the school and community. The report includes suggested guidelines for dealing with controversy through the treatment of issues; integrating nuclear arms issues into the established curriculum through organizing topics; and suggestions relating to rationale, goals, materials, approaches, and evaluation. Eight conclusions for nuclear arms education are also presented and include statements on appropriateness, personal involvement, student/community needs, criteria, ultimate goals, and public policy. Two appendices are included: Building a Rationale for Nuclear Arms Education and Clarifying Some Positions on Avoiding Nuclear War. Selected readings are also provided. (TRS)

ED 273 603 SP 027 970

Pratt, David
Predicting Career Success in Teaching.
PUB DATE- Jun 84
NOTE- 28p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Guelph, Ontario, June 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; *Admission Criteria; *Career Development; Higher Education; Interviews; *Predictive Validity; Promotion (Occupational); Success; *Teacher Persistence; *Teaching (Occupation)

Demand for admission to teacher education programs is tending to outstrip the availability of places. Admissions decisions are currently made on the basis of criteria which have little support in the evidence on the prediction of success in professional practice. This study addresses two aspects of career success: survival and promotion. A sample of 100 individuals who graduated in 1971 from a consecutive education program was the subject of follow-up studies in 1974 and in 1984. In 1974, the pre-admission interview was found to be the best predictor of survival in the profession. The 1984 study discovered no robust predictors of career success. Implications are drawn for admissions policies in teacher education. Data tables and a six-page reference list are appended. (Author/AA)

ED 273 648   TM 860 293

Carriedo, Ruben; And Others
A Study on the Implementation of the Ecotran Systems, Inc.
Computerized Routing and Scheduling Pupil Transportation System.
San Diego Unified School District, Superintendent's Organizational
Study Team.
SPONS. AGENCY- San Diego Unified School District, Calif.
PUB DATE- 7 Jan 86
NOTE- 153p.; This paper received the 1986 American Educational
Research Association Division H award for Best Report on a
Management Study. Flowcharts in Appendix C contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bus Transportation; *Computer Oriented Programs;
Elementary Secondary Education; Flow Charts; Interviews;
Observation; *Program Evaluation; Research Methodology; School
Buses; School Districts; *Student Transportation; *Surveys
IDENTIFIERS- Ecotran Systems Inc; *San Diego Unified School District
CA

The San Diego Unified School District (California) began operating a computerized routing and scheduling system for its pupil transportation services at the beginning of the 1985-86 academic school year. The computerized system, provided by Ecotran Systems, Inc. (ECO) of Cleveland, Ohio experienced an inordinate number of difficulties. A five-member Superintendent's Organizational Study Team was appointed to study the implementation of ECO. The purposes of the study were: (1) to examine the specific problem in transportation resulting in recommendations for improvement effective prior to the beginning of the 1986-87 school year; and (2) to propose a structural process for developing and implementing major interdivisional change efforts within the district. The methodology for conducting this study evolved over time and consisted of several phases, including the definition of the task, study team work sessions, review of organizational diagnosis literature, review of pertinent background documentation, identification of areas for examination, and determining methods of investigation. The findings were in nine theme areas: rationale for automation; planning and implementation; role of the project team and its effectiveness; technology; contract development and administration; ECO organization and performance; structure for communication; dynamics of leadership; and delivery of service: the site perspective. Appendixes include interview protocols, the Ecosystem survey report, flowcharts on ECO implementation, cost data, and a bus route and ridership audit. (JAZ)

ED 273 463 SE 046 923

Guthrie, Larry F.
What Is Scientific Literacy? A Guidebook for High School Science Teachers. Opportunity Systems in Science and Technology Study Series, Volume I.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 85
NOTE- 18p.; For volumes II and III, see SE 046 924-925.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- High Schools; *Inservice Teacher Education; *Instructional Improvement; Science Education; *Science Instruction; Science Teachers; *Scientific Literacy; *Secondary School Science; *Teacher Workshops

Designed to assist teachers in the improvement of science instruction at the secondary level, this first of a three part series of guidebooks from the Opportunity Systems in Science and Technology Study project focuses on the topic of scientific literacy. Ideas and materials for inservice workshops are provided under the categories of: (1) what is scientific literacy (defining and discussing the five components of scientific literacy); (2) fostering scientific literacy (suggesting instructional methods and pointers for effective use of scientific literacy components); (3) why is scientific literacy important (highlighting the benefits of using scientific literacy components); and (4) training notes (presenting materials that can be used in inservice workshops for high school science teachers). (ML)

ED 273 481 SE 047 183

Bernard, Y. F.
Development of a CAI-Program within the Field of Early Mathematics.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; *Computer Assisted Instruction; Concept Formation; Educational Research; Elementary Education; *Elementary School Mathematics; *Error Patterns; Interviews; Mathematical Formulas; *Mathematics Instruction; Primary Education; *Problem Solving
IDENTIFIERS- *Mathematics Education Research

This research is aimed at diagnosing the problem-solving skill of elementary school children and subsequently improving their competence in early mathematics. To reach this goal, a computer assisted instruction (CAI) program on open sentences, incorporating knowledge about students' problem solving strategies and misconceptions, was constructed. Two studies are reported, the first to gain more insight into the process of problem solving and the second to evaluate the functioning of the CAI program in the classroom. In the first study, 339 pupils in grades 2 and 3 were given a test, followed by interviews with 16 high performers and 16 low performers. Their answer patterns are discussed, and models of knowledge, the diagnostic program, and the remedial program are described. In the second study, the CAI program was evaluated with second-grade pupils in five schools. It was concluded that children can learn fundamental concepts relatively quickly with a computer program; one-third profited significantly. (MNS)

ED 273 572 SP 026 409

Reif, Frederick

Teaching Higher-Order Thinking Skills for a Technological World: Needs and Opportunities.

American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 23p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; *Concept Formation; *Critical Thinking; Elementary Secondary Education; Knowledge Level; Learning Processes; *Logical Thinking; *Problem Solving; Student Needs; Teaching Methods

It is becoming increasingly important to teach students higher-order thinking skills in addition to mere factual knowledge. Recent scientific and technological advances offer significant opportunities to implement more effective teaching of these skills.

By investigating intellectual processes, cognitive science has led to a significantly better understanding of the underlying human thought processes responsible for good performance in complex domains. This paper describes briefly some of the opportunities made possible by these recent developments. Some important higher-order cognitive skills are identified and the evidence that these can be taught is discussed. It is pointed out that some current educational practices are ineffective or even harmful. Requirements needed for the effective teaching of higher-order cognitive skills are described and practical suggestions are made for promoting such teaching. Two pages of references conclude the document. (JD)

ED 273 588 SP 027 939

Satern, Miriam N.
Apparent and Actual Use of Observational Frameworks by Experienced Teachers.
PUB DATE- 12 Apr 86
NOTE- 11p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Lesson Observation Criteria; Movement Education; *Physical Education; *Physical Education Teachers; Psychomotor Skills; *Teacher Attitudes

This study investigated observational strategies that were used by six experienced physical education teachers when viewing a videotape of motor skills (standing vertical jump, overarm throw, tennis serve, basketball jump shot and dance sequence). Four observational frameworks were proposed as being representative of subdisciplinary knowledge bases within the study of human movement. Laban and Lawrence's Effort-analysis framework (1974) proposes that the criteria for efficiency of human movement is the right proportion of weight, space, time, and control of movement. Cooper and Glassow's Kinesiological framework (1976) proposes that a similarity in joint actions and sequencing of the actions exists among skills within patterns of movements. Hay and Reid's Biomechanical (1982) framework proposes theoretical models in the form of block diagrams to serve as the basis for identifying faults in a performance. Roberton and Halverson's (1984) Developmental framework proposes that common development of the biophysiologic system exists across individuals. Analysis of the observers' comments after observations of the videotaped skills indicated that the observational framework chosen depended upon the background, knowledge, and experience of the observer; that some observers used different observational models for the different skill sequences; and that those observers who used the same observational model often used the same language and descriptive phrases when discussing the skills. (CB)

ED 273 662 TM 860 511

Hansen, Joe B.; And Others

Elementary Summer School, 1985 Program in the Portland Public Schools.

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.
PUB DATE- 14 Apr 86
NOTE- 21p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academically Gifted; *Achievement Gains; Basic Skills; Elementary Education; Elementary School Mathematics; Enrichment Activities; *Enrollment; Grade Repetition; Language Arts; *Program Effectiveness; Program Evaluation; Reading Achievement; *Remedial Programs; School Districts; Scores; *Summer Programs
IDENTIFIERS- Portland Basic Skills Achievement Levels Testing; *Portland School District OR

The evaluation of the Portland (Oregon) Public Schools' Summer Program focused on academic achievement of its students, grades K-8, who participated in 1985. Courses included arts and crafts as well as basic and remedial instruction in reading, mathematics, and language. The achievement gains of summer school students were compared to the whole district, and the achievement of various student population groups was compared. Students were categorized as remedial, enrichment, talented and gifted, or special education program participants. An increased number of lower income students were able to attend because tuition was waived for qualified students. Portland Achievement Levels Tests RIT for Spring and Fall 1985 were used to assess pre- and post-summer school levels in reading, language arts, and mathematics. Results were examined for students who were not promoted, for remedial students, and for talented and gifted students. Most groups benefitted the most in mathematics. Students who were not promoted did less well than the overall district in reading and language. Remedial students showed gains, compared to the district, especially in reading and mathematics. Talented and gifted students gained more than the district in nearly all subjects and grades. It was suggested that conclusions should be made cautiously. Several tables are included. (GDC)

Ligon, Glynn; Battaile, Richard
Grade Equivalents: We Report Them, You Should Too.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-47
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Elementary Secondary Education; *Grade Equivalent Scores; Measurement Objectives; Norm Referenced Tests; Raw Scores; School Districts; *Scores; Standardized Tests; Teacher Attitudes; *Testing Problems; *Test Interpretation
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; *Percentile Ranks; Tests of Achievement and Proficiency; Texas Educational Assessment of Minimum Skills

In certain situations, grade equivalent scores are the most appropriate statistic available for reporting achievement test data. It is noted that testing practitioners have found that raw scores, normal curve equivalents, stanines, and standard scores are very useful. However, it is best to convert to either grade equivalents or percentiles before communicating them to lay audiences. In the Austin, Texas Independent School District, both grade equivalents and percentiles are routinely reported to high school students' parents. Elementary school parents receive percentile scores routinely, but may request grade equivalents. Both percentiles and grade equivalents are often misinterpreted; the shortcomings of percentiles are merely less well known. Seven critical questions that can be used to decide whether achievement test results should be reported in grade equivalent or percentile scores are presented and briefly discussed. These questions can be located along two dimensions: comparison standard and time. The five standards of comparison are: (1) grade level; (2) peers; (3) all students, all grades; (4) self; and (5) students at the same achievement level. The two criteria involving time periods are: achievement status to date; and pretest posttest gain. Appendices include a 1977 publication describing myths in interpreting grade equivalent scores and an information kit containing training materials on grade equivalents, percentiles, and norming a standardized test. (GDC)

ED 273 689 UD 024 740

Forbes, Susan S.
U.S. Refugee Resettlement: A Program at the Crossroads.
Refugee Policy Group, Washington, DC.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Economic Factors; *Federal Programs; *Government Role; Immigrants; *Land Settlement; Policy Formation; Program Development; *Refugees
IDENTIFIERS- *Refugee Act 1980

This article covers recent developments in the United States Refugee Resettlement Program and discusses the program's future. A formal refugee pollicy is a recent phenomenon, initiated with the passage of the 1980 Refguee Act. With the passage of the Act, greater attention has been paid to developing procedures for resettlement, and the institutionalization of procedures has led to demands for greater accountability, clearer delineation of roles and responsibilities, and more monitoring of resettlement programs. The problem of balancing the need for structure in refugee services with the need for flexibility is considered in the body of the paper. Some of the issues addressed include: (1) preparing refugees for resettlement and how refugee processing centers function; (2) how administrative goals and policies to create economic self-sufficiency among refugees function; (3) whether the policy of dispersal of refugees throughout the country facilitates or retards acculturation and economic self-sufficiency; and (4) the information gap and research efforts aimed at a better understanding of the refugee experience. Challenges ahead are the need for flexibility in responding to the episodic nature of refugee resettlement programs, the need to balance U.S. international/humanitarian commitments and U.S. domestic concerns, and meeting the requirements of a program which is comprehensive in scope. (CG)

ED 273 703 UD 025 072

Melnick, Vijaya L.; Hall, Paula Quick
The Education of Black Children in America: Critical Issues and Recommendations. A Study Conducted in Response to a Request from the Organizing Committee of the National Conference on Educating Black Children.
District of Columbia Univ., Washington, DC. Center for Applied Research and Urban Policy.
PUB DATE- Jun 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Education; Black Students; *Educational Improvement; Educational Policy; Elementary Secondary Education; Government Role; *Parent Role; *School Role; *Student Needs; Teacher Role

This report identifies problems and recommends solutions related to the education of black children in American. Following an introduction which describes the method and content of the report, the relevant issues are outlined, organized into four major categories: (1) goals and objectives of education; (2) roles and responsibilities; (3) curriculum content, school/classroom climate, and teaching; and (4) the role of the family. Next, recommendations are presented, in two groups. The first group concerns teachers and administrators; among points made here are that (1) school policies should reflect the racial and ethnic diversity of the larger society; (2) the history and culture of minority groups should be part of the regular curriculum; and (3) success in increasing student achievement should be the criterion for evaluating and rewarding teachers. The second group of recommendations is directed to concerned persons outside the school systems. Such persons are advised to: (1) monitor everything relating to education and blacks; (2) conduct relevant research; (3) communicate research results, policy issues, and other useful information throughout the community, particularly among parents; (4) advocate for policies and programs that address the educational needs of black children; and (5) act, individually and collectively, on policies and programs that benefit black children. Appended are lists of publications used in creating the report; individuals who contributed; on-going programs that provided materials; and organizations that have held meetings on the topic. A description of the process of generating the report is also appended. (KH)

ED 273 497 SE 047 205

Madsen-Nason, Anne; Lanier, Perry E.
Pamela Kaye's General Math Class: From a Computational to a Conceptual Orientation. Research Series No. 172.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Jul 86
NOTE- 138p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824. ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Computation; *Concept Formation; Educational Research; Mathematical Concepts; *Mathematics Instruction; Program Descriptions; Secondary Education; *Secondary School Mathematics; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *General Mathematics; Mathematics Education Research

This case study presents a descriptive portrait of how one general mathematics teacher transformed her classes from a computational to a conceptual orientation. The outcomes of the transformation for student learning and instruction are discussed. The findings suggest student gains in computational competence, mathematical effort, and attitude via concept-oriented instruction exceeded notably the gains of students in other classes where instruction was computationally oriented. The study employed field-research methods including observations, interviews, and the collection of student data across the project's three years to capture and describe the nature and effects of the instructional interventions. At the end of the intervention period, students and instruction were organized in ways that focused student interest, attention, and involvement on the learning of mathematics. Many illustrative segments of classroom interactions are included. Appendices present references on improving communication about mathematics content, social organization of the classrooms to facilitate the learning of mathematics, and modifying the course content of general mathematics to improve learning and teaching. (MNS)

ED 273 528 SO 017 424

Stevenson, James A.
Karl Marx as a Social Scientist and Utopian Dreamer.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; *Communism; *Economic Factors; Futures (of Society); *Marxism; Postsecondary Education; *Revolution; Secondary Education; *World Problems

The central paradox of Karl Marx's work is his belief that the vision of mankind leaving inequality and scarcity behind is attainable. The idea that human alienation, inequality, and need could be rendered obsolete by a future communist society of abundance is a significant failing in Marx's thought. It is at the same time the critical element in the moral impulse which animates many Marxists and revolutionary egalitarians. This vision gives Marxism its idealistic strengths; a goal worth attaining, worth the struggle, worth the sacrifice, and worth the blood. Marx examined the nature of capitalism with painstaking care, then took what philosopher Peter Clecak called a "quantum leap out of history." He left history when he defined his goal to be a communist utopia. In reality, this goal is beyond the reach of science and human activity due to economic scarcity. The fundamental reason that no nation has attained communism is because a true communist system requires an abundance of resources, but the resources of every society and the earth as a whole remain limited. (BZ)

ED 273 604 SP 027 971

Covert, James R.
A Study of the Quality of Teaching of Beginning Teachers.
PUB DATE- 3 Jun 86
NOTE- 24p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Guelph, Ontario, June 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; Foreign Countries; *Teacher Attitudes; Teacher Education Programs; *Teacher Effectiveness; *Teacher Motivation; Teaching Conditions; *Teaching Experience
IDENTIFIERS- *Newfoundland

This study gathered information from 94 first-year teachers (graduates of Memorial University, Newfoundland, Canada) regarding their attitudes towards teaching, methodological and technical competencies, and the adequacy of their teacher preparation. The teachers were asked to give background information that included degree received, type of education program (primary, elementary, or high school), type of practice teaching, and length of teaching experience. The questionnaire was designed to measure teacher self-concept, motivation to teach, two personal qualities (ambition and rapport), teaching methods and techniques, classroom management procedures, the teaching environment, and perceptions of teacher preparation. Findings indicated that: (1) an extended practicum did not significantly influence any of the teachers' measured competencies; (2) motivation to teach was positively influenced by the primary-elementary degree program in college as compared to the high school program; (3) the teaching environment encountered by the first-year teacher was more important than any of the preservice experiences measured by the study; (4) administration and supervision of first-year teachers influence the way they perceive the initial teaching experience; (5) personal qualities that beginning teachers bring to their profession are important indicators of both attitudes and competencies during the first year of teaching; and (6) motivation to teach is an essential condition for the professionalization of a teacher. (JD)

ED 273 619 SP 028 006

Evertson, Carolyn M.
Research, Training, and Practice: The Normative Model and Beyond.
PUB DATE- Jun 86
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985). Reference list contains faint type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Instructional Development; *Research Utilization; *Teacher Effectiveness; *Training Methods

Four specific purposes were addressed in this study: (1) to identify models of classroom management and instructional management used by effective and less effective teachers; (2) to compare and contrast these models; (3) to compare and contrast a normative model of classroom management used in management training workshops with the models demonstrated by both trained and untrained teachers; and (4) to explore relationships among classroom management and student achievement variables, and academic and social participation task structure, interaction patterns, and instructional sequence patterns. The research design of the study incorporated a secondary analysis of data collected in an earlier study of the effectiveness of a program that trained secondary teachers in classroom managment. Descriptions are given of the historical context setting, sampling procedures, instrumentation, and data analysis procedures implemented in both studies. An analysis of study findings highlights the relationships between management and student achievement, the importance of planning and maintaining the management system throughout the year, and the importance of establishing and maintaining classroom rules. Implications for training and future research are discussed. References, figures, and data tables are appended. (JD)

ED 273 635 SP 028 052

The Kansas Internship Plan (KIP). Final Plan.
Kansas State Dept. of Education, Topeka.
PUB DATE- Apr 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Governance; *Internship Programs; Program Budgeting; *Program Development; *Program Implementation; *State Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Kansas Internship Plan

The Kansas Internship Plan (KIP) allows beginning teachers opportunities to share plans and experiences with other interns, an element essentially intrinsic to support groups. Also, they have an opportunity to solve classroom problems while continuing to have the guidance and support of senior teachers and teacher education faculty. The program provides opportunities for beginning teachers to have a greater involvement in the total school program than they have had previously. Interns assume responsibility for teaching periods, supervisory tasks, extra-curricular activities, meetings, parent-teacher conferences, student evaluations and progress reports, and counseling sessions. This document provides information on the following elements of the KIP: (1) legal basis; (2) personnel qualifications, responsibilities and rights; (3) program operation; (4) role of state-approved teacher education institutions; (5) evaluation of the program; (6) plan of implementation; and (7) proposed budget. (JD)

ED 273 717 UD 025 088

Ascher, Carol
Cooperative Learning in the Urban Classroom. ERIC/CUE Digest, Number 30.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 5p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Education; Ethnic Relations; Group Activities; Heterogeneous Grouping; *Learning Strategies; Multicultural Education; Racial Relations; Self Esteem; *Social Integration; *Teaching Methods; *Teamwork
IDENTIFIERS- *Cooperative Learning; ERIC Digests

Cooperative learning methods capitalize on the heterogeneous student bodies of most urban schools. They appear to foster better student achievement than individualistic methods, to increase cross-ethnic friendships, and to improve students' self-esteem and positive attitudes toward other students and the school. Six currently published cooperative learning techniques are: Student Teams-Achievement Divisions, in which students in four-member heterogeneous teams take individual quizzes and receive a team score based on the degree to which each student improved; Teams-Games-Tournament, in which learning teams compete and individual scores contribute to a team score; Teams-Assisted Individualization, in which teams are rewarded on the basis of math units mastered by all team members; Jigsaw I and II, in which individual students become experts on particular sections of a lesson and proceed to teach their teammates; Learning Together, in which students work in small heterogeneous groups to complete a common worksheet; and Group Investigation, in which groups choose subtopics from a class unit and further break their subtopics into individual tasks to prepare a group report to the class. (ETS)

ED 273 731   UD 025 119

Basic Education Skills Tutorial (BEST) Program. Report of Second Year.

SPONS. AGENCY- San Diego City Schools, Calif.
PUB DATE- 15 Jul 85
NOTE- 26p.; Also sponsored by the Kappa Alpha Psi Fraternity.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Minority Group Children; *Program Evaluation; *Remedial Programs; Supplementary Education; Tutoring; *Tutors; *Volunteers
IDENTIFIERS- *Basic Educational Skills Tutorial Program; San Diego Urban League

This report evaluates the 1984-85 operation of the Basic Educational Skills Tutorial Program (BEST), which is conducted by the San Diego Urban League. In a brief introduction it is explained that BEST is designed to utilize the talents of volunteers for the benefit of black and other minority youth who need out-of-the-classroom support with academic subjects. It is also noted that in 1984-85 BEST reached a minimum of 74 students at four school sites. Following the introduction, BEST's objectives are outlined and its organization is described, with attention to the work of the Steering Committee; recruitment and training of volunteers; recruitment and referral of students; and parent contacts and follow-up. Next, instruments used for assessing student needs and the attitudes of program participants towards school-related issues are described and it is pointed out that students assessed themselves more positively after participation in BEST. Accomplishments and problems of the program are discussed generally, and it is noted that while BEST is functioning well, certain improvements are required. Four recommendations are given: (1) challenge more parents to make their children available on Saturdays; (2) seek funding to allow employment of a full-time project staff member and a part-time clerical assistant; (3) seek confirmation of the BEST contract at the earliest possible date; and (4) seek additional funds to support the design of an evaluation instrument for specific use in BEST. Appendixes include a parent/guardian agreement form, a list of do's and don'ts in using motivational theory, and a student's self-assessment form. (KH)

ED 273 464 SE 046 924

Guthrie, Larry F.
Opportunities for Scientific Literacy in Six High Schools. Opportunity Systems in Science and Technology Study Series, Volume II.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 85
NOTE- 26p.; For volumes I and III, see SE 046 923 and SE 046 925.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; *Courses; Course Selection (Students); *Enrollment Influences; High Schools; Science Education; *Science Instruction; *Scientific Literacy; *Secondary School Science
IDENTIFIERS- Science Education Research

The opportunities that students have to develop scientific literacy are examined in this study of six high school science programs (four were in California and two in Utah). Factors such as the context for science in the school, curriculum opportunities available to students, and the science experiences students have in classes were explored. Findings are reported about: (1) the schools (describing the participating schools' location, enrollment, and programs); (2) course classification (explaining remedial, general, mixed, and college-prep tracking systems); (3) science curriculum structure (analyzing the availability of science course offerings and the policies and practices that control students' entry to courses); (4) entry options (including grade of entry, course levels available, and placement criteria); (5) exercise of opportunities (discussing policies that affect enrollment); and (6) science experience (examining the emphasis teachers place upon aspects of scientific literacy and the use of instructional strategies). Observations revealed that while scientific literacy components were occasionally introduced into instruction, for the most part they did not form an integral part of the curriculum. Teachers gave priority to facts, methods, and attitudes. Implications for teacher training and for the design and

implementation of programs are also discussed. (ML)

ED 273 482 SE 047 184

Ross, Sharon Hill
The Development of Children's Place-Value Numeration Concepts in Grades Two through Five.

PUB DATE- 86
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Number Systems; *Place Value
IDENTIFIERS- *Mathematics Education Research

The goal of this study was to describe characteristic stages in the development of children's understanding of place value. Sixty children (15 in each grade, 2 through 5) at 5 elementary schools in Butte County, California, were individually administered 18 tasks designed to reveal their thinking about place value and part-whole relations. On six tasks children were to identify the number of objects represented by the individual digits in a two-place numeral. Seven fifth-graders, seven fourth-graders, two third-graders, and no second-graders were successful on all six tasks; 28 children failed to convincingly demonstrate any understanding of the tens digit. Success on prerequisite tasks measuring rational counting by tens, identifying the tens and ones places, partitioning collections into a tens part and a ones part, and conserving grouped number were all found to be necessary for success on more than four digit-correspondence tasks. Understanding of part-whole relations as reflected by success on arithmetic word problems and or logical classification tasks was necessary for success on more than two digit-correspondence tasks. A five-stage model of the development of children's understanding of place value was then proposed. A three-page bibliography concludes the document. (MNS)

ED 273 512 SO 017 207

Hantula, James
Basic Skills in Asian Studies: India.
PUB DATE- 86
NOTE- 67p.; For related documents on China, Asian Studies in general, and Japan, see ED 200 493-494 and SO 017 405.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Basic Skills; Critical Thinking; Cross Cultural Studies; Geography; High Schools; *Learning Activities; Learning Modules; Learning Strategies; Reading Skills; Secondary Education; *Social Studies; Teaching Methods; World History
IDENTIFIERS- Asia; *India

Designed for an Asian studies program at the secondary level and using learning activities centering on India, the guide develops four basic skills: reading, applying critical thinking, interpreting the geography, and understanding history. Five learning activities are provided for each basic skill and each unit is introduced with a description and concludes with two exercises for student practice. The guide focuses on different topics as starting points for the development of the basic skills. These include: allusions, coins of India, primary and secondary sources, reference books, continuing services, great leaders, historical fiction, the zero, festivals, pilgrimages, early maps, location of India, satellite images, strategic resources, population data, historic sites, important dates, related events, disasters, and the last word of Mrs. Gandhi. A checklist of skills, a test serving as a pre and post evaluation device and a list of references for further reading conclude the document. (TRS)

ED 273 544 SO 017 485

Thomas, R. Murray
From Talking Chiefs to Videotapes: Education in American Samoa--1700s to 1980.
PUB DATE- 86
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Development; Educational Finance; *Educational History; Educational Improvement; Educational Innovation; Educational Policy; *Educational Television; Higher Education; Politics of Education
IDENTIFIERS- *American Samoa

The result of a decade of work collecting documents, interviews, and observations, the manuscript describes the operation of the modern day Samoan educational system against an historical background of three previous eras that reach back over 200 years to a time when Samoa was virtually unknown to the western world. The development of Samoan education over this period compares to the development of a river with a main stream and three successive tributaries. The main stream, described in Chapter 2 (Samoan Chiefs--1700s-1830), was the original Samoan way of life centered around a chieftan system. The first tributary, described in Chapter 3 (Missionaries--1830-1900), represents educational growth during the missionary era. The second tributary, described in Chapter 4 (Officers of the Navy--1900-1961), represents expansion of the school system under United States Navy administration following the period of political turmoil out of which American Samoa emerged. The third tributary, described in Chapter 5 (Videotapes--1961-1975), represents educational innovation via instructional television. Chapter 6 (In 1980--Future Prospects) gives a brief overview of the status of the educational system at the close of the 1970s, followed by a description of significant problems faced by the territory's educators at the outset of the 1980s. An extensive bibliography is included. (TRS)

ED 273 558 SO 017 541

Hyland, John T.

Teaching United States History with a Constitutional Focus.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Institute on the Teaching of United States History with a Focus on the Constitution (Los Angeles, CA, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Critical Thinking; Curriculum Development; Grade 8; Junior High Schools; Patriotism; Political Socialization; *Social Studies; *Student Development; Student Improvement; *United States History
IDENTIFIERS- *United States Constitution

The basic premise of the paper is that the Constitution should be the main theme of courses in United States history at grade 8. Students should study a unit on the Constitution, as is commonly done at that level. In addition, other units taught throughout the school year should emphasize constitutional principles, values, and issues. Three reasons support this premise. First, civic education is the central purpose of 8th grade United States history courses. Second, the Constitution in its history and meaning embodies core principles and values that lie at the heart of civic education and citizenship. Key concepts of American citizenship, such as liberty, equal treatment under law, consent of the governed, majority rule, and minority rights cannot be understood without knowledge of the Constitution in United States history and contemporary society. Third, adolescent students are at a period of cognitive development when they are able to comprehend and apply abstract ideas about constitutional government. Thus, the eighth grade is a prime time to emphasize constitutional history, because students are beginning to develop an ability for a formal understanding and learning of political concepts. The study of the Constitution, and of the decisive events and issues in constitutional history enables students to comprehend the struggle of American men and women to achieve high ideals of human dignity and civic responsibility. (TRS)

ED 273 649 TM 860 497

Dowell, David A.
Evaluation of an Out-of-School Tutoring Program: CROSSROADS.
PUB DATE- Jun 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *After School Education; *Basic Skills; Criterion Referenced Tests; Educational Assessment; Educational Policy; *Evaluation Problems; Junior High Schools; Mastery Tests; Parent Participation; Pretests Posttests; Reliability; *Skill Development; Standardized Tests; *Tutorial Programs; *Tutoring; Validity
IDENTIFIERS- *Crossroads Program

This paper deals with the evaluation of an out-of-school tutorial program, CROSSROADS, which was funded under the U.S. Department of Education's Basic Skills Improvement Program. Like many projects funded under the Basic Skills program, CROSSROADS was terminated after two years even though it had been funded with the expectation of four years for program development and demonstration. Subjects of the evaluation were 166 tutees from four junior high schools in Long Beach, California. Progress rates of the tutees were measured by pre- and posttests, standardized tests, school grades and criterion referenced measures. Evaluation results suggested that tutees learned some basic skills but not enough to impact upon standardized test scores or grades. Results also suggested that out-of-school basic skills programs will have a difficult time in producing substantial gains in basic skills in lower achieving children due to problems with tutee motivation and logistics of running out-of-school programs. Although the evaluation did not substantiate strongly the effectiveness of the CROSSROADS model for basic skill improvement, findings and issues are pertinent to efforts to improve basic skills and to educational policies and evaluation practice. (Author/JAZ)

ED 273 573 SP 026 410

Scardamalia, Marlene
Higher Order Abilities: Written Communication.
American Educational Research Association, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 22p.; Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. For related documents, see ED 257 032, SP 026 402-404, and SP 026 406-411.
GRANT- NIE-G-84-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; Intellectual Development; *Learning Strategies; *Prewriting; Revision (Written Composition); *Writing (Composition); Writing Instruction

The main focus of contemporary research in writing is on developing ideas and on the processes of planning and revision that make this possible. In the first half of this paper, the distinctive strategies used by experts and novices are elaborated. For example, novice writers depend upon having knowledge already assembled in forms ready for written presentation, while experts can bring more complex knowledge-processing procedures to bear to transform knowledge into coherent and effective form. Data from a variety of research projects and from national assessments are presented which indicate that novice strategies prevail throughout the elementary and high school years and including, in many cases, the university years. In the second half of the paper, data from research that aims to foster more expert strategies are presented. In the work reported, students are provided with explicit instruction in procedures used by experts, thus gaining knowledge about procedures that foster reflective analysis. Through the described procedures, students learn to analyze carefully and work more effectively with specific knowledge structures. A five-page list of references concludes the document. (JD)

ED 273 589 SP 027 940

National Childhood Vaccine Injury Compensation Act of 1985. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress. First Session on S. 827 To Amend the Public Health Service Act To Provide for the Compensation of Children and Others Who Have Sustained Vaccine-Related Injuries, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-222-Pt-2
PUB DATE- 9 Dec 85
NOTE- 81p.; For related document, see ED 255 480.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Compensation (Remuneration); *Federal Legislation; *Government Role; Hearings; *Immunization Programs; *Injuries; *Legal Responsibility; Torts
IDENTIFIERS- Congress 99th; *Vaccines

Under examination at this hearing was the best mechanism for a system of compensation for vaccine injuries. Also considered was the applicability of environmental legislation to vaccines, and whether approval by the Federal Government means that a vaccine is, in effect, as safe as it could be. Statements were presented by representatives of the American Academy of Pediatrics and the American Medical Association and also by experts from the fields of law and medicine. (JD)

ED 273 636 SP 028 054

A Study of Teacher Incentives for the District of Columbia Public Schools: Technical Report.

District of Columbia Public Schools, Washington, D.C.

PUB DATE- Jun 84
NOTE- 235p.; For the Summary Report, see ED 266 107.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; *Incentives; Merit Pay; *Teacher Characteristics; *Teacher Evaluation; *Teacher Recruitment; Teacher Salaries; *Teaching (Occupation)
IDENTIFIERS- *District of Columbia Public Schools

This volume reports study findings regarding teacher recruitment and retention patterns in the District of Columbia Public Schools, characteristics of the D.C. teaching force, incentive plans already operating in the District, and comparative financial incentives for attracting and retaining teachers in the system. It describes certification and other personnel policies in the District and reports the results of an assessment of the currently used teacher evaluation process in D.C. Finally, the volume presents the findings of a districtwide survey of teachers and principals about their views of existing and proposed incentives for teachers. The individual studies and their authors are: (1) District of Columbia Public Schools 1979-1983 Teacher Profile (Jacqueline Reed, Karen Johnson Pittman, and Linda Darling-Hammond); (2) A Comparative Analysis of Salaries and Financial Incentives for Teachers in the D.C. Public Schools (Kathryn B. Foster and Kay T. Payne); (3) Teacher Incentives in the D.C. Public Schools: Formal and Informal Programs and Practices (Elaine C. Melmed); (4) Teacher Evaluation and Reward Systems: Interviews with Teachers and Principals (Karen Johnson Pittman and Arthur E. Wise); (5) Findings of the DCPS Surveys of Teachers and Principals regarding Teacher Incentives (Andrea J. Love, William W. Ellis, and Anita F. Allen); and (6) Certification Practices in the District of Columbia Public Schools (Suzanne Benda). (JD)

ED 273 663 TM 860 512

A Summary of Student Achievement on the Comprehensive Tests of Basic Skills, Grades 3, 6, 8, 9 and 11.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Jan 85

NOTE- 214p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Secondary Education; Grade 3; Grade 6; Grade 8; Grade 9; Grade 11; Item Analysis; Longitudinal Studies; National Norms; School Districts; *Scores; *Standardized Tests; Testing Programs

IDENTIFIERS- *Comprehensive Tests of Basic Skills; *District of Columbia Public Schools

The Comprehensive Tests of Basic Skills, Expanded Edition (CTBS), was administered in 1984 to students in the District of Columbia Public Schools. This report includes: (1) an overview covering the purpose of testing, a description of the subject areas tested by the CTBS, and a glossary of technical terms; (2) a narrative and tabular summary of the CTBS results; (3) an item category analysis summary and comparison; and (4) a report of test results for individual schools. Over three-fourths of the students from grades 3, 6, 8, 9, and 11 were tested in six areas: reading, language, mathematics, reference skills, science, and social studies. The results indicated that third graders exceeded the national norm in all areas and improved in all areas except mathematics. Sixth graders met or exceeded the national norm in all areas, for the first time. Eighth grade results for language, mathematics, and reading improved in all three areas; however, overall achievement was seven months below the national norm. Ninth graders, likewise, improved in all areas but remained below the national norm. Eleventh graders' mathematics scores were the same in 1983 and in 1984. In other areas, achievement was lower this year and remained two years below the national norm. (GDC)

ED 273 677 TM 860 533

Ligon, Glynn; Ellis, John
Adjusting for Rater Bias in Teacher Evaluations: Political and Technical Realities.
Austin Independent School District, Tex.
REPORT NO.- AISD-85-55
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bias; Career Ladders; Elementary Secondary Education; *Equated Scores; Evaluation Criteria; Evaluation Methods; Evaluation Problems; *Interrater Reliability; *Merit Rating; *Politics of Education; Scores; Teacher Effectiveness; *Teacher Evaluation

For Texas's Career Ladder System of rewarding good teachers, teachers' performance evaluations from 1981 to 1984 were used to rank teachers in the Austin Independent School District. Significant biases were noted between raters, between years, and between elementary and secondary teacher ratings. To adjust for these biases, each teacher's raw score average was converted to a z-score, and adjusted for the factors associated with bias. The final z-score was used to determine selection for the Career Ladder; quota systems were not used. A small correlation was noted between teachers' z-scores and elementary school students' reading and mathematics achievement on the Iowa Tests of Basic Skills. Teachers' raw scores were less able to predict student achievement. However, z-scores were not well received. This technique was eventually abandoned due to: (1) dissatisfaction and distrust; (2) changes in legislation and confused communication; (3) the non-selection of some key teachers; (4) differing goals of the teachers' associations; and (5) the provision of additional funding for a greater number of career ladder teachers, which made z-scores unnecessary. (GDC)

ED 273 690 UD 024 820

Cox, Juanita
The Cajun Child in the Educative Process.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cultural Traits; Dialects; Elementary Secondary Education; Ethnic Groups; Language Acquisition; *Student Behavior; *Student Characteristics; Student Interests; *Student Subcultures; Teacher Attitudes
IDENTIFIERS- Acadians; *Cajuns; *French Speaking; Louisiana

A teacher survey was conducted in order to collect information on the cultural background of French-speaking Acadian ("Cajun") students in Louisiana and its possible effects on their school achievement. Teachers in selected predominantly Cajun communities were asked to respond to questions which covered: learning style, language, and experiential background, achievement in reading and language arts, parental attitude and school support, and any unique interests and beliefs of the children of which teachers should be aware. Over 200 teachers responded to the questionnaire. Among the more significant responses was the frequency with which teachers noted language and vocabulary deficits. Although the Cajun dialect was cited by many as a factor in poor performance on traditional grammar drills, of much greater concern was the deficiency of language development as it related to general vocabulary knowledge, and the ability of the students to express ideas orally and in written form. Because of the large numbers of low socioeconomic families in Cajun communities, language deficits were often blamed on lack of travel, few books in the home, and parents' speech patterns. Cajun children were described as cooperative, creative, and sensitive. Their "unique interests" are love of animals and nature. (KH)

ED 273 704 UD 025 073

Hanushek, Eric A.
Evaluation of the School Desegregation Study.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- 8 Feb 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; *Data Collection; *Desegregation Effects; *Desegregation Plans; Research Problems; *Research Projects; *School Desegregation
IDENTIFIERS- *Commission on Civil Rights

The present status of the Elementary and Secondary School Desegregation Study, funded by the United States Commission on Civil Rights and currently underway, was evaluated. The study is designed to investigate the relationship between type and extent of desegregation activity and the resultant level of desegregation in the schools. This study is valuable for a number of reasons. First, the existing research literature has not helped our understanding of this particular question. The contractor, Unicon, has made excellent efforts to improve on the data with which it was originally supplied. It has hired a specialist in individual desegregation plans to search court records and Department of Justice records for details of plans. Other data collection efforts should be to consider data from other sources and to conduct a phone survey and follow-up of districts for which available records do not indicate the presence of a plan. By concentrating on how established patterns of student and population movement are altered by intervening plans of different types, the Unicon analytical plans will be able to obtain estimates of policy effects that are reasonably free of the contamination of extraneous factors. Many specific aspects of the analysis have yet to be worked out, but none of them are unusual. The Unicon researchers are experienced, knowledgeable, and skilled. In summary, this is perhaps the most important research activity that the Commission could undertake. (KH)

ED 273 498 SE 047 208

Coley, Richard J.; Thorpe, Margaret E.
Responding to the Crisis in Math and Science Teaching: Four Initiatives. Final Report.
Educational Testing Service, Princeton, N.J. Education Policy Research Institute.
SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.
PUB DATE- Dec 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Higher Education; Mathematics Education; *Mathematics Teachers; *Program Descriptions; Science Education; Science Teachers; Secondary Education; *Student Characteristics; Surveys; *Teacher Education Programs; *Teacher Supply and Demand
IDENTIFIERS- Mathematics Education Research; Science Education Research

Four nontraditional teacher education programs to attract and train mathematics and science teachers are described. Three of the programs are aimed at midcareer professionals; the fourth is aimed at recent college graduates who did not prepare to become teachers as undergraduates. All are small programs; they provide models for other institutions to follow. The programs are at Harvard University, the University of Massachusetts, the University of Vermont, and Washington University in St. Louis, Missouri. The study was organized around six research questions: (1) What are the characteristics of these programs? (2) What are the characteristics of their students? (3) What attracted the students to the programs? (4) What are students' evaluations of the programs? (5) What are the career plans and motivations of the students? and (6) What are the recommendations of the students for program design? After the six questions are answered, conclusions and recommendations are presented and five suggestions for further research are given. (MNS)

ED 273 529 SO 017 427

Population Education in Asia and the Pacific Newsletter, Number 23.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 25p.
GRANT- RAS-74-P02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Education; Demography; Foreign Countries; Human Geography; Learning Strategies; *Population Education; Population Trends; *Program Evaluation; Research and Development; Research Design; Research Methodology
IDENTIFIERS- *Asia Pacific Region

This UNESCO newsletter contains six sections concerned with various aspects of population education. Section 1 deals with workshops for monitoring and evaluating population education programs. Section 2 evaluates the programs of six Asia-Pacific countries (China, Democratic People's Republic of Korea, India, Pakistan, Philippines, and Thailand). Section 3 discusses the development of and prospect for population education. Section 4 reviews three

UNESCO manuals: "Evaluative Research in Population Education"; "Curriculum Development in Population Education: Abstract-Bibliography Series 6"; and "Learning Experiences in Population Education: Volumes I, II, and III." Section 5 presents formal and nonformal population prototype designs for research. Section 6 contains a list of materials available from China, India, Pakistan, and Socialist Republic of Viet Nam. (TRS)

ED 273 605 SP 027 972

Covert, James R.
The Extended Practicum: More of the Same.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Foreign Countries; Higher Education; Preservice Teacher Education; *Program Length; *Self Concept; *Socialization; *Student Teaching; Teacher Motivation; Teaching Experience; *Time Factors (Learning)
IDENTIFIERS- *Newfoundland

During the past ten years, a series of small studies have been conducted at Memorial University of Newfoundland (Canada) to examine the influence of varying the length of the student teaching practicum on the self-concept of teachers and their motivation towards the profession. Measures of self-concept and motivation have been taken by student teachers during four different lengths of practica in three different locations. Practicum lengths ranged from 3 to 13 weeks, with student teachers also varying in the amount of prior experience and training before attending the practicum. Research so far indicates that the notion that the longer the student teacher practicum the better may not be true. While it is not yet clear what the optimum practicum length should be, it does appear that the governing factor might be the minimum time required to develop technical competence and self-confidence rather than the period of time required to fully socialize a student into a teacher. (CB)

The New York State Physical Fitness Screening Test for Boys and Girls Grades 4-12. A Manual for Teachers of Physical Education. (1984 Revision).

New York State Education Dept., Albany.

PUB DATE- 84
NOTE- 50p.; For the 1976 edition, see ED 133 356.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Motor Development; Physical Education; Physical Education Teachers; *Physical Fitness; *Screening Tests; *State Norms; *State Standards

This manual presents a physical fitness screening test for fourth through twelfth grade students in New York. Norms, originally developed in 1962 and updated in 1975, are also presented. The Physical Fitness Screening Test is an individual performance-type test composed of four different test items--agility, strength, speed, and endurance. Included in the manual, which is designed for use by physical education teachers, are: (1) description of the test; (2) general directions; (3) testing procedures; (4) interpreting the test scores; (5) using the test results; and (6) test development notes. (CB)

ED 273 718 UD 025 089

Ascher, Carol

Black Students and Private Schooling. ERIC/CUE Trends and Issues Series, Number 4.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 24p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Achievement; *Black Students; *Catholic Schools; Educational Philosophy; Educational Quality; Elementary Secondary Education; Equal Education; Minority Groups; Parent Aspiration; *Private Schools; *School Desegregation; Student Financial Aid

The increasing number of black students in private schools has been stimulated partly by concern about the adequacy of the public schools; a desire by parents for greater choice about, and control over, their children's schooling; and a desire to find schools with values similar to their own. Private school efforts to draw minority students have also contributed to this shift. Contrary to the commonly held view that only middle class black families choose private schools for their children, a 1980 census shows that 100,000 black students from families living in poverty attend private schools, which is only slightly less than the number of all blacks enrolled in private schools. Furthermore, a growing percentage of minority students pay full tuition. Several major studies of the 1980s indicate higher standardized achievement test scores of black students in private schools than those in public schools; however, a variety of other factors, particularly socioeconomic status, limit the comparability of data. The qualilty of education varies, although factors such as the level of teacher training, years of teaching experience, and the materials available appear to decrease as the number of black students increase. The level of desegregation appears to be decreasing in private schools: the number of black teachers has not increased with minority enrollments and many inner city private schools are becoming increasingly segregated (predominantly black). A four-page list of references concludes the document. (ETS)

ED 273 732 UD 025 122

Caplan, Nathan; And Others
Economic Self-Sufficiency among Recently-Arrived Refugees from Southeast Asia.
Michigan Univ., Ann Arbor. Survey Research Center.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Asian Americans; Chinese Americans; Economic Research; *Economic Status; Income; Language Proficiency; Laotians; Occupational Mobility; Poverty; Public Support; *Refugees; Vietnamese People
IDENTIFIERS- *Southeast Asians

This study attempts to determine the degree of economic self-sufficiency achieved by Southeast Asian refugees who have arrived in the United States since October 1978. Three groups of refugees (Vietnamese, Chinese from Vietnam, and lowland Lao) were interviewed in five sites across the country. The two particular aspects of economic self-sufficiency which were investigated were: (1) whether the household had anyone within it receiving public cash assistance, and (2) how the total income of the household (including assistance and earnings) compared to the official poverty level. Factors influencing economic self-sufficiency include household composition, multi-wage earner strategies, and English proficiency upon arrival in the U.S. While the refugees may have been industrious and able to secure jobs which have moved them steadily out of poverty, the jobs held are primarily low in socioeconomic status and predominantly in peripheral rather than core sector employment. Consequently, 12 percent of the households living on earned income are impoverished. Furthermore, the economic improvement has been due to multiple-job strategies and not because individuals advanced or secured better paying jobs. While the refugees may have been successful in making ends meet, the relationship between this rapid achievement of immediate self-sufficiency and the maintenance of long-term self-sufficiency remains to be seen. (ETS)

Population Growth and Hunger. Hearing before the Select Committee on Hunger. House of Representatives, Ninety-Ninth Congress, First Session (June 6, 1985).

Congress of the U.S., Washington, DC. House Select Committee on Hunger.

PUB DATE- 6 Jun 85
NOTE- 122p.; Serial No. 99-4. Some portions contain very small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Birth Rate; Categorical Aid; Climate; Environmental Influences; *Family Planning; Family Size; Hearings; *Hunger; Land Use; Nutrition; *Population Growth; *Poverty; World Problems
IDENTIFIERS- Congress 99th; *Foreign Aid; *Population Control

Recommendations and issues concerning population growth rate and its linkage to hunger and malnutrition, family planning programs and U.S. foreign aid are presented in statements from representatives in Congress from the states of Texas, Michigan, Illinois and New York, and also representatives from World Population Society, the Futures Group, Worldwatch Institute and Population Crisis Committee. The ethical issue of family planning programs with elements of coercion (such as forced abortions) is raised. It is suggested that the critical element in United States foreign aid be voluntary family planning activities that do not violate certain basic principles of human rights. The relationship between population and key resources such as cropland, water, fertilizer, oil, technology and climate is also discussed. Land-use changes associated with population growth, such as deforestation, which in turn affects soil erosion, climate and related environmental change, and consequently food production are highlighted. Additional issues raised include: the need to address poverty and employment, and the U.S. role in not only financing but also increasing awareness and receptivity to family planning programs in developing countries. (SY)

ED 273 559 SO 017 542

Hyland, John T.

Textbooks and the Teaching of Eighth Grade United States History.

PUB DATE- 86

NOTE- 6p.; Paper presented at the Institute on the Teaching of United States History with a Focus on the Constitution (Los Angeles, CA, August 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Content Analysis; Course Content; *Grade 8; *Instructional Effectiveness; Junior High Schools; Learning Strategies; Social Studies; Student Role; *Teacher Role; *Teacher Student Relationship; *Textbook Content; Textbook Evaluation; *United States History

Textbooks not only transmit key cultural information but also employ a distinctive style and language, and these intrinsic structures maintain the textbook as the official valid knowledge required of the student. The student has a particular view of schooling which conditions the learning process and teaching decisions. The teacher emphasizes specific aspects of the text and establishes goals contingent on student actions. Thus a network of relationships exists between teacher, students and text, and it is within this network that the teacher's decisions are critical to the character of student learning and that decisions assume a meaning beyond the mere choosing of assigned pages, pictures, and questions to answer. (TRS)

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